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ABSTRACT

This third volume of a three-volume final report contains appendixes related to the 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Appendix A describes the project manuals, independent products, and films. Appendix B is comprised of data collection instruments used by the project, and appendix C presents the various occupational classification systems used in the analysis. (Volume 1 of the final report covers the nature, context, and products of the model. Volume 2 presents research and evaluation findings, with primary focus on home-based adults who used the career counseling service.) (TA)

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FACILITATING THE CAREER DEVELOPMENT OF HOME-BASED ADULTS: THE HOME/COMMUNITY-BASED CAREER EDUCATION MODEL

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VOLUME III

APPENDICES

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INTRODUCTION

Nature and Characteristics of the Model

The Career Education Project, the National Institute of Education's Home/Community-Based Career Education Model III, designed, developed, and implemented a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Located in Providence, Rhode Island, since October, 1972, the Project has served over 6,000 adults representing a wide range of employment histories, educational backgrounds and career aspirations. Despite their diversity, many shared similar needs:

- a better understanding of their interests, abilities, values, and goals
- facts about career trends, opportunities, and requirements
- information about the available educational and skill-training opportunities
- information about sources of help in such career-related problem areas as financial support, discrimination, child care, and testing
- help in developing and implementing career plans

Activities of the Career Education Project were designed to respond to client needs and were carried out by a staff organized into five highly interrelated components. Outreach, using mass media and other approaches attracted clients; Counseling provided career information, guidance, and referral by telephone using paraprofessional counselors;

the Resource Center collected and disseminated career-related materials for Project staff, clients, and the community; the Information Unit developed special directories and materials which supported the counseling process and could be sent to clients; and Research and Evaluation provided Project staff with feedback about the clients and the operation of the program.

After the research and development phase, Project staff facilitated local implementation of the Model in Rhode Island through the provision of technical assistance. In order to share its experiences nationally, the Project developed and disseminated a series of "how-to" manuals and client-centered publications for review and reaction by interested professionals. In addition, staff attended and made presentations at a number of professional conferences and conventions.

The Career Education Project was guided by a number of important assumptions about and principles related to adult career development and effective service delivery. First, people are often unaware of the nature and existence of community services which are available to them. In order to respond to this problem, a service should develop a coordinated outreach strategy which informs people of the nature and availability of the service, interests them in using it, and establishes a presence in the community.

Second, people often find it difficult or inconvenient to use services that are remote from their homes, schools, or places of employment. Problems of time, transportation, and scheduling often are major obstacles to the utilization of services, even when people are aware of their availability. This seems to be especially true for people who

have not yet made a commitment to use such services, but are primarily interested in exploring the possibility of getting involved. A service should be convenient and easily accessible to its clients. A promising alternative is to attempt in as many ways as possible to bring the service providers to the users rather than ask users to come to them. The use of the telephone is one excellent method for achieving this goal.

Third, people need a better understanding of their personal characteristics and qualities as they make decisions and attempt to cope with the realities of life. However, raising questions about "Who am I?" may arouse feelings of uncertainty and anxiety, particularly for adults and those who have experienced a history of failure or frustration. Often, people feel more comfortable and willing to discuss their ideas and feelings with peers or persons with whom they can readily identify. It is increasingly well accepted that many kinds of social services can be delivered effectively by paraprofessionals, provided that the necessary support mechanisms exist. These mechanisms should include training and supervision by skilled professionals, clear identification of knowledge and skill requirements to function effectively on the job, and training programs that are explicit, relevant, and performance-based.

Fourth, people need reliable, up-to-date, and localized information if they are to make informed plans and decisions about their lives. Despite their experiences, adults often are not aware of the options available to them, uncertain of the factors to consider when examining alternatives, and need specific information about the many institutions, services, and agencies that exist in their communities. Because people are frequently unclear about the relationship between education,

work, personal characteristics, and constraints. They sometimes ignore the fact that career development often involves dealing with problems related to self-concept, life style, relationships to family and community, and many other factors. An effective service should identify major informational needs, determine the existence or adequacy of existing resource materials, and when necessary, create new materials that are comprehensive, targeted to the specific client groups, and useful to both clients and service providers.

Fifth, people need to feel a sense of psychological safety in order to talk about themselves and their concerns. They need to feel that their views and reactions are being solicited and heard by those who provide them with service. Because users often approach service providers feeling uncertain or vulnerable, the service should train its staff in interpersonal communication skills and continually assess their competency in these important areas. These skills, such as question-asking, probing techniques, paraphrasing and summarizing, and responding to affective and cognitive needs, can be defined and taught systematically.

Sixth, services should be able to provide assistance without making clients dependent. People derive a greater sense of internal control over their lives when they are taught to help themselves, rather than to expect that someone else will assume responsibility for their plans and decisions. However, at certain times, people do require advocates who can speak more forcefully for them or with them as they meet institutional or personal obstacles. A service must be flexible enough to include brief information-giving as well as sustained relationships over time.

Finally, in the process of helping people, a service should actively learn about the target population, the results of its efforts, and the reactions of the people who are served. Therefore, a management information system is necessary to inform staff about who uses the service, how services are being delivered, what happens to those who use the service, and how users view the adequacy of the service in meeting their needs.

Organization of the Final Report

This final report is organized in three volumes. Volume I begins with a brief history of the Model, tracing the Project's evolution through various stages of development and describing major events related to the process of planning, operating, and evaluating the program. The next section describes the major activities and accomplishments of each of the Model's five major components: Outreach, Counseling, Resource Center, Information Unit, and Research and Evaluation. The following section on the Rhode Island community describes the characteristics of the pilot site and how the Project interacted with the community, including the Project's role in local adaptation after the research and development phase. The final section of Volume I discusses the Project's efforts to share its experiences and findings with potential adaptors of the Model and other interested persons outside Rhode Island.

Volume II presents the Project's research and evaluation findings, with primary focus on home-based adults who used the Career Counseling Service. Section two details the demographic characteristics of 2979 home-based adults who called the Service between August 8, 1973 and March 31, 1975, and examines the extent to which the nature of the callers

changed over time. It presents data regarding how people learned of the Service, the relative drawing power of various outreach modes over time, and the relationship between types of outreach mode and the characteristics of callers. Section three answers the question "What are people like when they enter the Service?" It discusses the characteristics of 1157 home-based clients (home-based adults who spoke one or more times with a counselor) who used the Service between March 4, 1974 and March 31, 1975. Demographic data are presented for all clients as well as for subsets of the client population. Clients are also described in terms of their initial career objectives, thoughts about education and training, previous educational and work experiences, and constraints to be resolved. This section also explores the relationship between information collected by counselors during the initial counseling interviews and selected demographic characteristics of clients.

Section four presents data related to the nature and extent of activities engaged in by counselors and clients during the process of counseling. Specific aspects of the counseling process discussed in this section include the number of interviews; major issues, occupations, and constraints discussed in counseling; resource materials used by counselors and clients; and referrals to educational and training resources and supportive services. In addition, this section examines the relationship between selected counseling process variables and client characteristics.

Section five examines the clients' career status at termination. The career decisions and actions of clients are described in terms of Education and Training (ETR)-related outcomes, Job-related outcomes, and decisions not to enter an ETR or the world of work. This section also

analyzes the relationship of client characteristics and counseling process variables to status at termination. Further, this section reports on clients' career objectives at termination, their unresolved constraints, and their immediate school and job plans.

Section six describes how clients reacted to and evaluated the services they received from the Project. Data are based on 831 clients who were interviewed by staff of the Project's research and evaluation component between one and seven months after their termination from the Service. In addition, this section examines the relationship of selected client characteristics, counseling process variables, and status at termination to client evaluation variables.

Section seven deals with utilization of the Resource Center. The principal analysis is based on 268 non-institutional visitors who used the Center in 1974. This section reports on who they were, their occupational and educational interests and plans, the materials they used, and their evaluation of the helpfulness of the materials and the Center.

The final section of Volume II lets the clients speak for themselves. It is a presentation of information collected during in-depth interviews with forty former clients conducted by Project staff in 1975. This section presents the thoughts, feelings, and actions of clients before they entered the Service, while they were participating in the Service, and after they left the Service.

Volume III consists of three appendices. Appendix A describes the Project manuals, independent products, and films. Appendix B is comprised of data collection instruments used by the Project, and Appendix C presents the various occupational classification systems used in the analyses.

APPENDIX A

DESCRIPTION OF PROJECT MANUALS, PRODUCTS, AND FILMS

PROTOTYPE MANUALS

In order to obtain feedback and to help others interested in creating a similar program, the Career Education Project produced experimental editions of a series of five manuals, each describing ways to plan, establish, and operate one of the Project's major components. The series as a whole was designed to show how to plan, establish, and operate a comprehensive career counseling service for adults. However, individual manuals could be used independently by a wide variety of audiences.

ATTRACTING CLIENTS TO SERVICE-ORIENTED PROGRAMS

PURPOSES

- To describe methods and techniques to attract clients to an adult career counseling service
- To describe ways to attract clients to any service-oriented program economically
- To share the Career Education Project's Outreach experiences with potential adaptors of the service
- To serve as a prototype manual about which the Project can gain insight and feedback from other practitioners

SUMMARY

As its title suggests, this manual can be used by any service-oriented program needing to attract clients. In addition to discussing the principles and issues involved in both public service and commercial advertising, it explains the methods and procedures used by the Project; provides samples of the advertisements, commercials, brochures, and other materials produced here; discusses the staff, skills, and materials required to

attract clients; and suggests ways in which others can profit from the Project's activities.

The first part of this manual stresses the importance of adequate preparation before recruitment or advertising efforts begin. This section deals with the need to define the service, the audience, and the advertising outlets; determine the budget; and prepare to evaluate effectiveness. The manual then discusses specific ways to use information from these initial activities to create a unified campaign. It also deals with the use of advertising agencies and other outside sources of help.

The major part of the manual concerns the creation of products for the mass media: television, radio, and the press. In addition to presenting the advantages and limitations of each of these types of advertising, the manual provides guidelines for creating each type of mass media product and describes those techniques used by this Project. There is then a discussion of ways to distribute television and radio spots, place newspaper ads and articles, and arrange for guest appearances on radio and television shows.

Reinforcing the message is the theme of the next section, which first discusses using a variety of collateral products and techniques, such as brochures, posters, exhibits, and a telephone canvass. It then deals with the need for creating general community acceptance of a program and presents suggestions about implementing a community information program.

The final segment focuses on staffing an advertising component. Here, as in all the other sections, an emphasis is placed on economic considerations, in view of the minamal budgets available to most service-oriented programs.

DESIGNING AND OPERATING A CAREER COUNSELING SERVICE FOR ADULTS

PURPOSES

- To describe the principles and issues involved in designing and operating a career counseling service for adults
- To explain the methods and procedures used and evaluated by the Career Education Project's Counseling component
- To describe the staff, skills, and materials necessary to have paraprofessionals provide career counseling by telephone
- To serve as a prototype manual about which the Project can gain insight and feedback from other practitioners

SUMMARY

Focusing on the Project's Counseling component, this manual deals with the design and operation of a telephone career counseling service using paraprofessional counselors who are supervised by professionals. After a brief description of some of the factors involved in planning such a service, the manual discusses the Service's design, including (1) an overall model of service-client interaction; (2) methods for use in intake and initial counseling interviews; (3) a supervisor-counselor-client process for identifying client needs and counseling issues; (4) specific counseling procedures used in responding to client needs; and (5) methods for termination and follow-up of clients.

The manual then discusses the recruitment and selection of paraprofessional counselors, identifying a variety of criteria for selection and providing guidelines for use in interviewing applicants and making selection decisions. A section on the Project's approach to training and supervision briefly presents the training model employed and illustrative training objectives.

In dealing with the nature and use of career-related resource materials in counseling, the next section provides summary description of a number of specific materials and directories developed by Project staff and used by counselors and clients.

The final section concerns record-keeping and data collection procedures and covers such related matters as methods of scheduling counseling interviews, storing client records, and collecting information at various stages of the counseling process.

ESTABLISHING AND OPERATING A CAREER RESOURCE CENTER FOR ADULTS

PURPOSES

- To describe the principles and practices involved in planning, establishing, and operating a resource center of career-related materials for adults
- To share the Career Education Project's experiences with others interested in developing or expanding a reference library of career-related materials
- To serve as a prototype manual about which the Project can gain insight and feedback from other practitioners

SUMMARY

This manual offers specific guidelines to those interested in establishing or expanding a resource center of career-related materials for adults as an adjunct to a career counseling service. On a broader scale, it offers suggestions about creating and operating any type of resource center or reference library by addressing several areas of general concern.

The first section of this manual stresses the importance of determining who will be using the collection and what types of materials they will need. It then discusses the available sources from which to acquire the

necessary materials: computerized information sources, federal agencies and publications, state and local agencies, periodicals, pamphlets, catalogues, and books.

The manual also indicates how the operating practices should be designed to accommodate the ways in which the clients, staff, and general public will be using the collection. This leads to a discussion of staff requirements and procedures for ordering; record-keeping; determining space, furnishing, and equipment needs; cataloguing and classifying materials; and disseminating and circulating parts of the collection. In each instance, the manual addresses these considerations in terms of the methods and procedures used by the Career Education Project's Resource Center. But it also offers suggestions for possibly adapting the procedures for other situations.

Detailed appendices to the manual's text provide ordering sources for free and inexpensive occupational information, a list of books most frequently used by visitors to the Project's Resource Center, and a partially annotated list of the over 120 periodicals to which the Resource Center subscribes.

DEVELOPING CAREER-RELATED MATERIALS FOR USE WITH AND BY ADULTS

PURPOSES

- To describe the principles, formats, and procedures used to create the Career Education Project's curriculum materials for use with and by its adult clients
- To discuss procedures for adapting or replicating the Project's career-related products
- To serve as a prototype manual about which the Project can gain insight and feedback from other practitioners

SUMMARY

This manual describes the activities and products of the Project's Information Unit, the component charged with the development and presentation in useful formats of an information base about local educational, training, and supportive resources and developing career-related materials for use with and by the clients.

After discussing the rationale for the Information Unit, the manual briefly deals with the processes and guidelines used to create the materials. It then provides an overview of the contents and uses of the Unit's three major directories (Educational and Training Resources, Supportive Services, and Occupational Projections) and four instructional pieces (The Career Development Series, Women and the World of Work, From Liberal Arts and Sciences to Careers: A Guide, and External Degree Study: A New Route to Careers). It also explains how these seven can be used together to form a career education curriculum and presents suggestions for adaptation of the materials for use in other settings.

Because the directories required such specialized formats and research techniques, the rest of the manual is devoted to the steps in their development. First, the manual discusses ways to gather, organize, and present data on occupational projections, and mentions the limitations of such data. The next section focuses on developing a Directory of Educational and Training Resources which relates education and training to careers. This section provides detailed guidelines for gathering, organizing, classifying, displaying, and updating the appropriate information. The same type of information is then provided for a Directory of Supportive Services, as well as for a card index system to the latter two directories.

Sample format pages and data collection instruments are included for all three directories.

INTEGRATING RESEARCH AND EVALUATION INTO THE OPERATION OF SERVICE-ORIENTED PROGRAMS

PURPOSES

- To describe the principles and issues involved in integrating research and evaluation into the operation of service-oriented programs
- To discuss the procedures and formats employed by the Research and Evaluation component of the Career Education Project
- To provide guidelines and materials for use or adaptation by evaluators or human service administrators
- To serve as a prototype manual about which the Project can gain insight and feedback from other practitioners

SUMMARY

Experience has shown that when research and evaluation are incorporated into a service-oriented program, a number of difficulties generally arise that can adversely affect the delivery of the service, limit the usefulness of the evaluation, or both. Decision-makers, whether they be funders, administrators, staff, or evaluators, therefore, need to be made more aware of the issues and problems that arise when evaluation is interfaced with a service program. This manual attempts to increase that awareness by presenting a model in which research and evaluation have been integrated into the operation of an ongoing service program.

The manual discusses each research and evaluation activity of the Career Education Project in relation to the program's evolution, and associates the issues and problems of evaluation with the Project's response to each through its processes and products. The process discussion includes

the various types of research activities (needs assessment; goal definition; research design; data collection, processing, and analysis; and information dissemination) and the interactions among coworkers. The products described include data collection instruments, coding formats, and other documents. Numerous samples of these products are also included.

The manual further discusses the skills and abilities necessary for a research and evaluation staff to perform effectively within a service-oriented program, and presents some suggestions for alternative approaches for other programs.

INDEPENDENT PRODUCTS

WOMEN AND THE WORLD OF WORK

PURPOSES

- To provide an overview of the present state of women in the world, the problems they face, and the socio-cultural factors that explain their present position
- To discuss nontraditional career opportunities for women
- To provide a career planning approach for use with and by women
- To serve as a prototype booklet about which the Project can gain insight and feedback from other practitioners

SUMMARY

During the past two and a half years, the Career Education Project has concentrated much of its effort on providing information, guidance, and referrals to an often neglected group needing special assistance with career plans: women who are not yet in the full-time labor force. Not only do these women face the usual pressures of acquiring skills, choosing

a career, and finding a job; but they also face the additional obstacles of sex stereotyping, discrimination in hiring and advancement, societal pressures to remain in the home as wives and mothers, and the absence of sources of unbiased career information and guidance.

Although the Project has been able to help thousands of such women cope with these problems, millions more remain throughout the country. Women and the World of Work has been prepared to assist those who are involved in helping women with their career development, as well as to help the career-concerned women themselves.

This product provides an analysis of the state of women in today's work world, examines their options, and presents some practical suggestions for action to overcome obstacles in planning for and implementing career decisions. Focusing on the concerns of women who seek to begin or resume a career, it specifically addresses those problem areas which the Project's clients and counselors have most frequently confronted, issues which face most women in their career development.

After profiling today's working woman and examining the impact of sex stereotyping on her life, the product discusses non-traditional career opportunities in a variety of areas. It then discusses ways a woman can progress by taking stock of herself, learning about the world of work, finding appropriate training to prepare for a career, and then proceeding to enter the work world. Sample resumes, application forms, and interview questions are included as illustrations. The next section deals with methods of coping with such problems as fears, doubts, child care responsibilities, financial need, and illegal discrimination.

This is followed by a discussion of attitudinal, societal, employment, and legal changes which are beginning to alter the position of women in the work world. Finally, a detailed appendix summarizes recent laws and executive orders relating to working women.

THE CAREER DEVELOPMENT SERIES

PURPOSES

- To introduce and explain the basic steps in career development: self-assessment, exploring the world of work, finding appropriate training, dealing with obstacles, and conducting a job search
- To provide a career planning guide for use with and by adults
- To serve as a prototype booklet about which the Project can gain insight and feedback from other practitioners

SUMMARY

During the past two years, the Career Education Project has produced a series of career-related booklets for use with and by adult clients. Every person scheduled for counseling has been sent the introductory booklet prior to the first counseling session. The other booklets have been used by the counselors during the counseling process and, when appropriate, sent to the clients for additional information or reinforcement. This product, a single-volume adaptation of that series, contains information and practical suggestions on several major areas of career development, with each section also including a short listing of other materials to consult for further information.

The first section of this booklet presents an overview of the career development process and provides suggestions as to how people can locate sources of help for developing their own careers. The next section, on

self-assessment, describes the importance of learning about oneself and suggests techniques to use in defining one's interests, abilities, values, and goals. This leads into sections on exploring the world of work and finding the appropriate training. The fifth section is devoted to identifying and dealing with such problems as meeting educational expenses, locating child and adult care, overcoming doubts and pressures, and coping with illegal practices, especially discrimination and educational "rip-offs." The final segment concerns the job search, particularly job-hunting techniques, presenting qualifications in writing, and the interview. It includes sample resumes, cover letters, application forms, and interview questions.

This booklet is being produced with the understanding that career development is a process unique to each individual, with no two people facing the same issues at the same time or in the same way. Therefore, the booklet is designed so that a person can use any part of it as his or her needs dictate.

FROM LIBERAL ARTS AND SCIENCES TO CAREERS: A GUIDE

PURPOSES

- To provide an overview of the problems liberal arts and sciences graduates face in the labor market
- To illustrate ways in which a liberal arts and sciences program can be adequate preparation for many careers
- To introduce career planning approaches to an LAS education
- To provide possible career options for LAS graduates
- To serve as a prototype booklet about which the Project can gain insight and feedback from other practitioners

SUMMARY

Designed to assist people who have been considering, engaged in, or graduated from programs in the liberal arts and sciences (LAS), this booklet is based on the concept of identifying and developing competencies--what people know and can do as the result of their study and experiences. This approach suggests that students can develop skills which are applicable to a wide spectrum of careers while studying an arts or sciences discipline.

The booklet briefly discusses how the general state of the labor market and a lack of career planning skills have resulted in unemployment, underemployment, and relatively low earnings for LAS graduates generally and special additional problems for women and minorities. It then concentrates on ways of coming to grips with this situation.

The first step it discusses is finding a career focus. This section includes suggestions on self-assessment and learning about occupations. This is followed by a section on developing a plan of action, with particular hints for prospective and current LAS students and for LAS graduates. The booklet then deals with ways of acquiring skills and knowledge after graduation through graduate schooling, professional training, non-degree study, and other methods.

The remaining third of the booklet is concerned with the job search. After dealing with a number of ways to locate a job opening, the booklet discusses ways to answer a lead and to present one's qualifications through the resume, the application form, and the interview.

To illustrate various concepts, the booklet includes sample letters and resumes, charts of possible career options for liberal arts majors,

and a chart suggesting ways LAS students can plan their course of study to acquire particular competencies.

EXTERNAL DEGREE STUDY: A NEW ROUTE TO CAREERS

PURPOSES

- To familiarize adults with external degree study as a non-traditional form of education
- To help adults determine whether or not external degree study will meet their career needs
- To help readers select an external degree program appropriate for their needs
- To illustrate ways in which external degree study programs can be designed to meet career objectives
- To provide a listing of major external degree programs in the United States
- To serve as a prototype booklet about which the Project can gain insight and feedback from other practitioners

SUMMARY

This booklet has been designed for people who are considering a college education for career preparation but who find it difficult or impossible to participate in a traditional campus-bound college program. As its title indicates, the booklet discusses external degree study, an alternate form of postsecondary education whereby one can earn college credits for study done at home, on the job, in field work situations, and in part-time courses, as well as by traditional on-campus coursework. Emphasis is placed on what external degree study is and how it can be planned and used for exploring careers, beginning and progressing in a career, and changing career direction.

After defining external degree study, its benefits and limitations, the booklet discusses 13 important points to consider in choosing an

external degree program, including objectives and philosophy, assessment of prior learning, residency, curriculum and learning options, and methods of evaluation. It also provides detailed descriptions of nine established external degree programs in New York and New England, along with the names and addresses of other such programs across the country.

The next section provides guidelines for planning a learning experience through assessing prior learning, designing a study plan, and incorporating career goals. Several case studies of present and former external degree students are includ-d to illustrate various ways such study can be arranged. The text concludes with a section on ways to use an external degree to acquire additional skills or to get a job.

Because external degree study is such a relatively new concept, the booklet includes a glossary of commonly used terms in the field. There is also an appendix of eight resource sections covering such topics as further information on external degree study, self-assessment and goal setting for the college student, and locating learning opportunities.

BIBLIOGRAPHIES OF CAREER-RELATED MATERIALS

PURPOSES

- To offer a basis for selecting career-related materials
- To provide a comprehensive listing of the catalogued materials available in the Career Education Project's Resource Center
- To serve as a prototype booklet about which the Project can gain insight and feedback from other practitioners

SUMMARY

For over two years the Career Education Project has maintained a Resource Center of career-related materials for use by the Project's

clients, counselors, and other staff members, as well as the general public. This product presents both a shelf collection list and a series of annotated bibliographies of the Resource Center's catalogued collection.

The first section of this booklet presents a complete bibliographic citation for each catalogued publication in the collection. Each citation includes such information as author, title, place and date of publication, publisher, ordering source (if different from publisher), number of pages or volumes, price and type (hardcover or paperback). The approximately 1,400 entries are arranged by library classification numbers, based on the ERIC system. They are accompanied by a subject index which covers over 60 major terms, including adult counseling, career planning, employment projections, testing, financial aid, counselor training, evaluation, occupational information, paraprofessional personnel, working women, minority groups, and educational research. The publications in the list have been acquired from commercial publishers, the ERIC system, private agencies and organizations, conferences and seminars, professional associations, and state, local and federal governments. The list also indicates which items are annotated in the second section of the booklet.

Section Two presents annotated bibliographies of materials in seven major topic areas of the catalogued collection. Four of these categories include materials of use to counselors and clients: financial aid directories, educational and training resources directories, occupational information, and the job search. The other three--counseling, career education, and women--contain materials primarily useful to counseling, educational, and other professionals.

REPORT ON FIFTY SELECTED CENTERS OFFERING CAREER COUNSELING SERVICES FOR WOMEN

PURPOSES

- To provide an overview of centers across the country providing career counseling services to women
- To describe 50 such centers, as well as the Career Education Project, in detail
- To serve as a mechanism for the exchange of information among such centers

SUMMARY

At the Career Education Project, paraprofessional career counselors have been providing information, guidance, and referrals to career-concerned adults for over two and a half years. During this time, the Project has evolved into a unique research and development model consisting of five major components. The core component, Counseling, is supported by three others--Outreach, Information Unit, and Research Center--and the effectiveness of these four is gauged by Research and Evaluation.

As part of the effort to improve this model, the Project has collected and reviewed literature in numerous related fields. Also, in the spring of 1974, the staff conducted a telephone study of 50 selected career counseling centers for women across the country. This product is a report of that study.

The 50 agencies, programs, services, and centers studied were identifield from four primary information sources: the U.S. Labor Department's Women's Bureau, the International Association of Counseling Services' Directory, the Catalyst network, and materials collected by the Project's Resource Center. Each of the centers offered career counseling services to

at least 50 women a year; none of them had placement as its sole or major purpose. In all, they had a variety of sponsors and fees, and were located in 22 different states and the District of Columbia.

In addition to an overview of the findings, the report provides two-page summary descriptions of each center. The factors covered include the agencies' origins, organizational structure, budget, sources of support, clientele, staffing, office hours, publicity, objectives, career-related services (such as individual and group counseling, courses, seminars, testing and library facilities), evaluation data, and plans. The report also includes a similar description of the Career Education Project.

FILMS

CHRIS BEGINS AGAIN

PURPOSES

- To identify the components of the Home/Community-Based Career Education Project
- To illustrate the ways these components relate to and reinforce each other to meet clients' needs,
- To depict the experiences of one client to illustrate the impact of career decision-making on her life

SUMMARY

For over two and a half years, the Career Education Project has been developing and testing ways of meeting the career-related needs of adults. The core of the service has been the use of paraprofessional career counselors to provide information, guidance, and referrals by telephone. Their efforts have been supported by those of a Resource Center which

collects and circulates career-related materials, an Information Unit which packages this information in useful formats for clients and counselors, and an Outreach component which informs the public of and attracts clients to the service. A Research and Evaluation unit has continually informed the rest of the staff about the program's development and described the client's characteristics, needs, and outcomes.

This 25-minute film, Chris Begins Again, has been produced to illustrate the ways these components relate to and reinforce each other to meet the clients' needs. In semi-documentary fashion, it traces the current daily activities as student and mother of one of these clients, 30-year-old Christine S. She explains her reasons for contacting the Project and the changes career counseling has helped her make in her life.

For additional perspective, the film provides interviews with her paraprofessional counselor, the Project director, and the people in charge of the five major components. The film also includes one of the Project's televised public service spots and shots of the components in action.

CLORAE AND ALBIE

PURPOSES

- To make young people aware of some of the problems and solutions in the search for training for careers

SUMMARY

Many issues are brought out in this film: that women cannot rely on the myth of "happily ever after;" that counseling and career training are available and useful; that it is never too late to begin working toward a career; and that even great obstacles to self-determination can be overcome.

Clorae Prince and Elvernoy (Albie) Holland are friends in their early twenties. They met in Upward Bound, where they describe themselves as having been very "tough" young girls--even ringleaders. Both had been poor students at Cambridge High and Latin, the public high school in this city of 100,000 adjacent to Boston. Both dropped out but their lives have been very different since.

Clorae fell in love with a glamorous jazz musician. They had a big wedding, but it soon became apparent that no support of any kind was coming from this man and Clorae found herself burdened with all the responsibility for the household plus entertaining her husband's friends. They were divorced. Clorae works hard to care for her three young children.

Clorae is getting her high school diploma on a scholarship at Shaw Prep, a private alternative high school. She plans to be a nurse and knows how she will get her training.

When Albie dropped out of school, the jobs she got were boring and ill-paying. She finished her high school work at Shaw Prep and took the SATs. She did very badly, but it happened that Marlboro College in Vermont was trying to recruit black students at that time, and Albie found herself with a scholarship there. She was one of two blacks and found the whole situation very difficult. She stuck it out for two years and learned a lot. Then she came back to Cambridge and again had a series of low-level jobs. Finally, she enrolled in the University of Massachusetts-Boston's new College Three, which emphasizes social and community services. She has her own apartment and earns money to support herself through a research job with the Boston Women's Collective.

APPENDIX B

DATA COLLECTION INSTRUMENTS

INTAKE INTERVIEW FORM

INTAKE INTERVIEW FORM

CAREER EDUCATION PROJECT PROVIDENCE, R.I.

CLIENT: _____ (LAST NAME) (PRINT), _____ (FIRST NAME) (PRINT) _____ (DATE).

IF INFORMANT OTHER THAN CLIENT, ASK: How are you related to _____?

/KIN/ (SPECIFY) _____, /OTHER/ (SPECIFY) _____.

INTRODUCTION: Career Counseling, may I help you?..... I see, you'd like information on _____/to speak to a counselor.

My name is _____, I schedule appointments for the counseling service, and I have a few questions.....

1. What is your name, please? Would you spell that for me? REPEAT NAME: Is that correct?
2. ESTABLISH CLIENT'S SEX: Is that Mrs., Miss (or Mr.)? /MALE/ /FEMALE/ /MISS/ /MRS./ /MS/
3. And your home address?

   _____ (STREET AND NUMBER), _____ (CITY/TOWN), _____ (STATE), _____ (ZIP CODE)

   REPEAT ADDRESS, IN FULL, AND ASK: Is that correct?
4. What is your telephone number at home?

   _____ (AREA CODE) - _____ (7-DIGIT NUMBER) REPEAT PHONE NUMBER, AND ASK: Is that correct?

   IF NO HOME PHONE, PROBE: Is there a phone where you can receive messages, like a relative's or neighbor's?

   _____ (AREA CODE) - _____ (7-DIGIT NUMBER) REPEAT PHONE NUMBER, AND ASK: Is that correct?

ORIGIN	VIA	REFERRED TO		
/TEL/	/---/	CNS	RC	AGN
/RC/	/TEL/			
/AGN/	/TEL/			

INTAKE	EDIT	CODE	CK-CODE

(31 Aug 73 - Q=2M)

We're interested in how people hear about our service...How did you hear about us (Career Counseling)? (ENTER THE FIRST THREE WAYS MENTIONED, IN THE ORDER THEY ARE MENTIONED)

_____, _____, _____ PROBE: Were there any other ways?
(FIRST MENTIONED) (SECOND MENTIONED) (THIRD MENTIONED)

(FOR EACH WAY MENTIONED, PLACE 'X' AT HEAD OF APPROPR. PANEL AN .K ALL Q's IN THOSE PANELS)

You said you heard about us.....

☐ on TV	☐ on radio	☐ in the newspaper
a. What channel was that? (ENTER 1ST MENTIONED) CHANNEL_____	a. What station was that? (ENTER 1ST MENTIONED) STATION_____	a. What paper was that? (ENTER 1ST MENTIONED) _____
b. What you saw on TV, was it a commercial, a program, or what? C P OTHER _____ (SPECIFY)	b. What you heard on radio, was it a commerical, a program, or what? C P OTHER _____ (SPECIFY)	b. What you saw in the paper, was it an advertisement, an article, or what? ADV ART OTHER _____ (SPECIFY)
c. How long ago was it you saw it on TV...was it today, yesterday, within the past week, or before that? TODAY YESTERDAY W-IN WEEK BEFORE	c. How long ago was it you heard it on radio...was it today, yesterday, within the past week, or before that? TODAY YESTERDAY W-IN WEEK BEFORE	c. How long ago was it you saw it in the paper...was it today, yesterday, within the past week, or before that? TODAY YESTERDAY W-IN WEEK BEFORE
SKIP TO NEXT APPROPR. PANEL	SKIP TO NEXT APPROPR. PANEL	SKIP TO NEXT APPROPR. PANEL
☐ in Resource Center c. How long ago was that? TODAY YESTERDAY W-IN WEEK BEFORE	☐ from a telephone call ...when someone called you on the telephone from our project... c. How long ago was it that you got the call...was it today, yesterday, within the past week, or before that? TODAY YESTERDAY W-IN WEEK BEFORE	☐ from an agency/org. a. What agency/organization was that? (SPECIFY NAME OR THE AGENCY/ORGANIZATION) _____ _____ _____
SKIP TO NEXT APPROPR. PANEL	SKIP TO NEXT APPROPR. PANEL	SKIP TO NEXT APPROPR. PANEL
☐ from poster/display a. Where was it you saw the poster/display? (SPECIFY LOCATION WHERE SEEN) _____ _____ _____	☐ from personal contact a. Who was it who told you about us? (SPECIFY HOW THAT PERSON RELATES TO CLIENT) KIN FRIEND PROJECT PERSON OTHER _____	OTHER _____ (SPECIFY) PROBE FOR DETAILS ON WHO, WHEN, WHAT) _____ _____ _____
SKIP TO NEXT APPROPR. PANEL	SKIP TO NEXT APPROPR. PANEL	GO ON TO NEXT PAGE

1. Are you working now? YES / NO → SKIP TO 'A'

(3)

1a. Is that full-time or part-time?

FULL / PART

FULL → TERMINATE #1

PART

1b. How many hours a week do you regularly work?

1 TO 34 / 35 OR MORE

35 OR MORE → TERMINATE #1

(A) 2. Are you now receiving any unemployment insurance payments?

YES / NO

YES → TERMINATE #2

2a. Are you now enrolled in a job-training or apprenticeship program like the Job Corps, WIN, MDCA, or anything like that?

YES / NO → SKIP TO 'B'

YES → PREPARE TO TERMINATE

2b. What program is that? _____
(SPECIFY NAME OF PROGRAM)

IS NAMED PROGRAM ON LIST / NOT ON LIST → GO ON TO 'B'

ON LIST → TERMINATE #2

(B) 3. Are you now enrolled in full-time school or college?

YES / NO

YES → TERMINATE #1

3a. And how old were you on your last birthday? _____ YEARS OLD

IF 15 OR UNDER / 16 OR OVER → GO ON

15 OR UNDER → TERMINATE #4

PLACEMENT PROBE: SERVICE, YES / SERVICE, NO

SERVICE, NO → TERMINATE #3

SERVICE, YES →

4. Now, Ms./Mr. _____, I'd like to assign you to one of our counselors and make an appointment for the counselor to call you. One of them will available on

_____, _____ at _____ o'clock.
(DAY OF WEEK) (DATE) (TIME, AM/PM)

Will that be convenient for you? YES / NO → When would it be convenient?

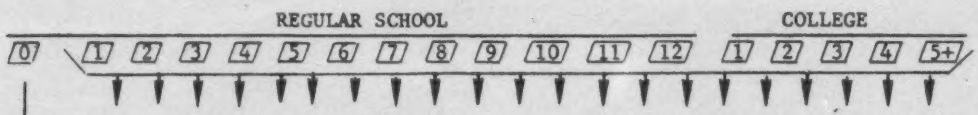
YES →

Good! .... I'm scheduling you with _____, who is one of our
(COUNSELOR'S FULL NAME)

counselors, and he/she will call you on _____, _____ at
(DAY OF WEEK) (DATE)

_____ o'clock.
(TIME)

(4) 5. Now, it will be helpful for _____ to know something more about you before he/she calls, so that he/she can help you better. There are just a few questions I need to ask....You said a minute ago that you are not now in school. What was the highest grade of regular school (year of college) that you completed (finished)?



6. How long ago was it that you completed the ____th grade of school (____th year of college)?

_____YEARS AGO OR IN THE YEAR 19_____

7. You also told me that you're not working full-time...how long has it been since you last worked full-time?

NEVER | LESS THAN ONE YEAR | _____YRS AGO OR IN YR 19_____

7a. What was the last full-time job you had? (PROBE FOR TITLE, DUTIES, AND INDUSTRY OF EMPLOYER)

_____

_____

7b. How long did you work at that job? _____ MONTHS | YEARS

8. Are you married now, or are you widowed, separated, divorced, or have you never been married?

MARRIED NOW | WID | SEP | DIV | NEVER MARRIED

9. Are there any children in your home who are under 6 years old?

NO | YES → 9a. How many are there under 6 years old? → _____

10. Are there any children who are older than 6, but not yet 18 yrs. old?

NO | YES → 10a. How many of them are there? → _____

ADD NUMBER(S) IN BOTH AGE GROUPS, AND ENTER TOTAL NUMBER HERE → _____ (TOTAL)

11. Now, Ms./Mr._____, about your total family income for last year...I don't need the exact figure, but roughly...was it less than $5,000; between $5,000 and $10,000; between $10,000 and $15,000; or was it more than that?

LESS THAN 5 | BETWN 5 AND 10 | BETWN 10 AND 15 | MORE THAN THAT

12. And finally, Ms./Mr. _____, what is you racial or nationality background? PROBE: What country did your family come from, originally?

WHT | BLK | OTHER: SPECIFY COUNTRY _____

CONCLUSION: Thank you, Ms./Mr. _____, this will help the counselor to give you the career counseling you're interested in. Just to remind you, now, I've scheduled an appointment for you to talk with _____ on ____-day the _____ at _____ o'clock. So _____ will call you at that time.

INITIAL INTERVIEW RECORDING FORM

INITIAL INTERVIEW RECORDING FORM

Entry Date_____

CLIENT'S NAME:_____ R&E No.:_____

TELEPHONE NO.:_____ Log No.:_____

ADDRESS:_____

_____ Age:_____

PRESENTLY WORKING: NO___ PART TIME___ FULL TIME___

SCHOOL: NO___ PART TIME___ FULL TIME___

SCHOOL - LAST YR COMPLETED: [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12]

[1] [2] [3] [4] [5+]

MARITAL STATUS: [MARRIED] [WIDOWED] [SEPARATED] [DIVORCED] [NEVER MARRIED]

CHILDREN: Under 6 YRS_____ 6-18 YRS_____

INCOME:_____ HERITAGE:_____

LAST WORKED FULL TIME:_____

COUNSELOR'S NAME:_____ COUNSELOR'S NO.:_____

INITIAL INTERVIEW SCHEDULED FOR:_____
(Date & Time)

FIRST SESSION COMPLETE	SECOND SESSION COMPLETE	THIRD SESSION COMPLETE
[YES] [NO]	[YES] [NO]	[YES] [NO]
DATE_____	DATE_____	DATE_____

EXPECTATIONS

1. CLIENT REASON(S) FOR CALLING SERVICE:

REASONS FOR CALLING CCS:
('X' ALL THAT APPLY)

CAREER CHOICE | ETR CHOICE | JOB SEARCH | SUPPORTIVE SERVICE

FINANCE | TESTING | CHILD

OTHER SPECIFY: _____

2. WHAT PRECIPITATED CLIENT TO CALL NOW RATHER THAN EARLIER TIME:

3. WHERE CLIENT WOULD LIKE COUNSELING TO LEAD; END-POINT(S) DESIRED BY CLIENT:

END-POINT(S) DESIRED BY CLIENT:
('X' ALL THAT APPLY)

CAREER CHOICE | JOB SEARCH | ENROLLMENT | UPGRADE

OTHER SPECIFY: _____

4. CLIENT VIEW OF HOW COUNSELING CAN HELP MOST:

EXPECTATIONS

PRESENT CAREER OBJECTIVES

4. OCCUPATION(S) BEING CONSIDERED BY CLIENT:

OCC(S) MENTIONED BY CLIENT: IN ORDER:

NO OCC NAMED

1st PREF: _____

2nd PREF: _____

NO FIELD NAMED

NAMED FIELD: SPECIFY _____

5. HOW AND/OR WHY CLIENT SELECTED OCCUPATION(S):

6. CLIENT KNOWLEDGE OF: (a) DUTIES:
(b) EDUCATION-TRAINING REQUIREMENTS; AND
(c) OUTLOOK:

LEVEL OF CLIENT KNOWLEDGE:

1st PREF:

/POOR/ /AVERAGE/ /GOOD/ /INAP-NO OCC/

2nd PREF:

/POOR/ /AVERAGE/ /GOOD/ /INAP-NO #2 OCC/

7. CLIENT'S EXPECTED INVOLVEMENT IN EDUC-TRAINING:

a. WILLINGNESS TO ENGAGE IN EDUC-TRNG
b. WHEN ABLE TO BEGIN
c. WEEKLY TIME COMMITMENT
d. TOTAL LENGTH OF TIME

EXPECTED ETR INVOLVEMENT OF CLIENT:

VERY WILLING | NOT SURE | NOT CONSIDERED | NOT WILLING

BEGIN:

/ASAP/ OR _____ MONTHS

TIME: /PART/ /FULL/ /PT or FT/ /EVE ONLY/

DURATION: /AS LONG AS TAKES/ /OTHER/ SPECIFY: _____

/PRESENT CAREER OBJECTIVES/

WORK EXPERIENCE

8. CLIENT'S WORK EXPERIENCE: FOR 2 MOST RECENT JOBS:

MOST RECENT

JOB TITLE: _____

DUTIES: _____

TYPE OF INDUSTRY _____

/PART TIME/ /FULL TIME/

NEXT MOST RECENT

JOB TITLE: _____

DUTIES: _____

TYPE OF INDUSTRY _____

/PART TIME/ /FULL TIME/

ADDITIONAL JOBS: _____

TOTAL LENGTH OF TIME WORKED:

/HAS WORKED/ /NEVER WORKED/

Total F/T: _____ MONTHS OR _____ YEARS

Total P/T: _____ MONTHS OR _____ YEARS

9. CLIENT'S USUAL OCCUPATION: Thinking about the work you've done and your present level of education (or training), what would you say is your usual occupation? You know, like secretary, teacher, that sort of thing.

/USUAL OCC/ SPECIFY: _____

_____

(SKIP TO DURATION)

/NO U.O./ SPECIFY: _____

_____

DURATION: _____ MONTHS OR _____ YEARS

LAST WORKED AT: _____ MOS. OR _____ YRS AGO

10. NATURE OF CLIENT PROBLEMS IN ANY JOB HELD:

11. TIME PERIODS WHEN CLIENT WAS NOT WORKING/ IN SCHOOL AND CLIENT'S ACTIVITY DURING THESE PERIODS:

12. CLIENT'S VIEW OF PRESENT JOB SKILLS/ COMPETENCIES:

13. HIGHEST GRADE COMPLETED AND TYPE OF PROGRAM AT THE HIGHEST LEVEL:

HIGHEST GRADE COMPLETED:

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 9 /

/ 10 / 11 / 12 / / 1 / 2 / 3 / 4 / 5,+ /

H.S. /GEN/ /ACAD/ /COMM/ /VOC-TECH/ /GED/ /INAP/

COLLEGE: MAJOR _____ /NONE/ /INAP/

COLL. DEGREE /NONE/ /AA/ /BA/ /MA/ /OTHER/ /INAP/

_____

14. SELF-ASSESSED ACADEMIC PERFORMANCE AT THE HIGHEST LEVEL:

ACADEMIC PERFORMANCE:

/A EXCELLENT/ /B GOOD/ /C AVERAGE/ /D-F POOR/

15. NATURE OF EXTRA-CURRICULAR INVOLVEMENT:

16. ADDITIONAL SPECIAL TRAINING OR COURSES:

SPECIAL TRAINING:

/NONE/ /SOME/ SPECIFY: _____

_____

17. PROBLEMS OR DIFFICULTIES ENCOUNTERED IN PAST EDUC-TRAINING EXPERIENCE:

PAST ETR PROBLEMS:

/NONE/ /SOME/ SPECIFY: _____

_____

_____

_____

18. PROBLEMS OR DIFFICULTIES ANTICIPATED IN FUTURE EDUCATION OR TRAINING:

POTENTIAL ETR PROBLEMS:

/INAP-NO ETR PLANS/ /NONE/ /SOME/ SPECIFY: _____

_____

_____

/EDUCATIONAL BACKGROUND/

CONSTRAINTS

19. IF PROBLEMS EXIST IN THE FOLLOWING AREAS:

CHILD CARE
HUSBAND-FAMILY
TRANSPORTATION
FINANCIAL
HEALTH
LENGTH OF ED/TRNG

CONSTRAINTS: ('X' ALL THAT APPLY)

/NONE/ /CHILD CARE/ /FINANCIAL/ /HUSBAND-FAMILY/
/HEALTH/ /TRANSPORTATION/ /LENGTH OF ETR/
/OTHER SPECIFY:_____

20. THE SPECIFIC NATURE OF THE PROBLEM IN EACH CONSTRAINT AREA IDENTIFIED:

21. THE ORDER OF DIFFICULTY TO THE CLIENT. IF MORE THAN ONE CONSTRAINT IDENTIFIED: CLIENT REASONS FOR PARTICULAR ORDER:

ORDER OF DIFFICULTY TO CLIENT:

/INAP-NONE/ /MOST IMPORT/ _____

/INAP NO #2/ /NEXT MOST/ _____

OTHER LIFE EXPERIENCES

22. ANY SPECIAL SKILLS OR TALENTS NOT PREVIOUSLY MENTIONED

SKILLS: /NONE/ /SOME SPECIFY:_____

23. THE NATURE AND EXTENT OF CLIENT'S VOLUNTEER ACTIVITIES AND EXPERIENCES:

VOLUNTEER GROUP/ACTIVITY:

/NONE/ /SOME SPECIFY:_____

PROBLEM TOPICS OR ISSUES

1. DESCRIBE ANY TOPICS OR ISSUES IN THE INTERVIEW WHICH SEEMED DIFFICULT OR TROUBLESOME FOR THE CLIENT TO DISCUSS:

   /NONE/ /SOME:/ DESCRIBE BRIEFLY

2. DESCRIBE ANY ISSUES OR TOPICS IN THE INTERVIEW WHICH YOU AS THE COUNSELOR HAD DIFFICULTY DEALING WITH OR RESPONDING TO:

   /NONE/ /SOME:/ DESCRIBE BRIEFLY

INTERVIEW RECORD FORM

INTERVIEW RECORD FORM

		DATE	TIME CALLED	CONTACTED
CLIENT'S NAME_____	LOG NO _ _ _ _	1._ _ _ _	_ _ _ _	Y N
PHONE NO._ _ _-_ _ _ _ CMS ID _ _	R&K ID_ _ _ _	2._ _ _ _	_ _ _ _	Y N
CONTACT NO. _ _ ON LINE TIME _____	CASE PREP. TIME _____	3._ _ _ _	_ _ _ _	Y N

1. What counseling issues were addressed in this interview? (See issue identification list)

_____ _____ _____ _____ _____ _____ _____

2. Were any occupations (fields) discussed? YES NO
   1st_____
   2nd_____

3. Were any client constraints discussed? YES NO
   - ☐ Child Care
   - ☐ Financial
   - ☐ Husband/Family
   - ☐ Health
   - ☐ Transportation

4. Were any information resource materials used? YES NO
   - ☐ ETR Inventory
   - ☐ OOH
   - ☐ SS. Directory
   - ☐ Desk Top Kit
   - ☐ SRA Briefs
   - ☐ Occ. Projections
   - ☐ Overcoming Obstacles
   - ☐ Job Search
   - ☐ Choosing School
   - ☐ Exploring WOW
   - ☐ Other_____

5. Were any materials sent to client as a result of this interview? YES NO
   - ☐ OOH
   - ☐ SRA Briefs
   - ☐ Desk Top Kit
   - ☐ SDS
   - ☐ Overcoming Obstacles
   - ☐ Job Search
   - ☐ Choosing School
   - ☐ Exploring WOW
   - ☐ External Degree
   - ☐ ETR Pages
   - ☐ SS Pages
   - ☐ Liberal Arts
   - ☐ Woman's Package

6. Were any ETR referrals made in this interview? YES NO
   1st_____
   2nd_____
   3rd_____

7. Did client contact any ETR since last interview? YES NO
   1._____ 3._____
   2._____ 4._____

8. Were any supportive service referrals made in this interview? YES NO 8a. Resource Center YES NO
   1._____
   2._____
   3._____

9. Did client contact any supportive service agency since last interview? YES NO 9a. Resource Center YES NO
   1._____ 3._____
   2._____ 4._____

10. Did client report any difficulties in ETR or supportive service contact? YES NO
    Place_____ Problem_____
    Place_____ Problem_____

11. Did counselor contact ETR or supportive service on behalf of client as a result of this interview? YES NO
    Place_____ Purpose_____
    Place_____ Purpose_____

CALL BACK: Date:_____ Time:_____

TERMINATION FORM

TERMINATION FORM

CLIENT'S NAME _____ COUNSELOR'S ID _____

R & E NO. _____ TERMINATION DATE _____

LOG. NO. _____ TOTAL NO. INTERVIEWS _____

1. Check the Project Outcome Goal(s) that best describe the client's status at time of termination.

OTHER	ETR RELATED	JOB RELATED
☐ 15 Made decision not to enter ETR or World of Work	☐ 2 Completed ETR and re-enrolled	☐ 4 Took job
☐ 31 Special Termination	☐ 3 Completed ETR	☐ 8 Accepted Job - Waiting to Start
☐ 30 Letter Sent - No Response	☐ 5 Enrolled and In-Process	☐ 6 Engaged in Job Search Still Looking
WHEN APPROPRIATE CHECK ITEMS IN OTHER PANELS	☐ 7 Entered - Dropped Out	☐ 12 Made decision to engage in job search but has not yet started job search
	☐ 9 Accepted - Waiting to Start	
	☐ 10 Applied - Waiting Acceptance	
	☐ 11 Made decision to enroll in ETR but has not applied	

SKIP TO ITEM 3

2. Give a brief explanation for the response to Question 1.

_____

_____

3. Does the client have a specific occupational/vocational objective?

☐ No ☐ Undecided ☐ Yes → 3a. Give job title or occupation.

_____ SKIP TO Q4

3b. Write a brief explanation _____

_____

4. Are there any constraints that are not yet completely resolved?

☐ No ☐ Yes → 4a. CHECK THE CONSTRAINTS THAT APPLY.

_____Child Care _____Transportation _____Health
_____Financial _____Husband/Family

Other (Specify)_____

_____

JOB RELATED OUTCOMES

IF NO JOB OUTCOME GOAL IS CHECKED IN ITEM 1 GO TO ITEM 8.

5. When does client expect to begin job or job search?

☐ Has already begun ☐ 7 to 12 months
☐ Within 3 months ☐ 1 to 2 years
☐ 3 to 6 months ☐ After 2 years
☐ D.K.

6. When the client starts to work does she/he expect to work FULL or PART time?

☐ Full Time ☐ Part Time ☐ D.K.

7. If the client has already accepted a job or is engaged in a job search give the job title.

_____

7a. Is this job related to the occupational/vocational objectives indicated in Question 3?

☐ Yes ☐ No ☐ D.K.

ETR RELATED OUTCOMES

8. When does the client expect to begin ETR?

☐ Has already begun ☐ 3 to 6 months ☐ 1 to 2 years
☐ Within 3 months ☐ 7 to 12 months ☐ After 2 years
☐ D.K.

9. Name of Institution_____

10. Give the name of the PROGRAM (if not program, give the name of the course).

_____ _____
(Program) (Course)

11. Will the program or course be FULL or PART time?

☐ Full time ☐ Part time ☐ D.K.

CLIENT REACTION AND EVALUATION FORM

R&E#_____

CLIENT REACTION AND EVALUATION FORM

INTRODUCTION FOR TERMINATED CLIENTS

Hello, Ms/Mr_____. I work with the Career Counseling Service here in Providence. Your counselor probably mentioned to you that we are calling all people who have been involved in Career Counseling. The reason for the call is to give you a chance to express your opinions about the Service. The information will be useful in our attempts to improve the Service. However, I want to assure you that your comments will be kept strictly confidential. I also want to assure you that your comments in no way will be used by the staff to evaluate your counselor. I would like to ask you some questions about your views.

(IF NECESSARY: When may I call you again? _____ (Day) _____ (Time))

A. TERMINATION DATA

1. I understand that counseling was completed last week and that you_____ _____. Is that correct?

YES

NO → a) What are your plans?_____

_____

IF TO ENROLL: b) Name of Institution_____

Program_____

☐ Full Time ☐ Part Time

IF WORK: c) Occupation_____

☐ Full Time ☐ Part Time

SKIP TO PAGE 2

CORRECT T CODE ☐

B. REACTIONS AND EVALUATIONS

1. Thinking back to when you first called, Ms/Mr_____, what were your reasons for calling the Career Counseling Service? (PROBE)_____

_____

2. In general, how satisfied are you that your counselor understood your reasons for calling Career Counseling? Would you say that you are....

☐ Very Satisfied ☐ Dissatisfied

☐ Satisfied ☐ Very Dissatisfied

PERSONAL

3. Did your counseling involve talking about yourself? I'm thinking about such things as your personal interests, abilities, needs and concerns.

YES NO → SKIP TO PAGE 3, QUESTION 4

a. In general, how would you describe the counseling service in helping you to think more clearly about yourself? I'm thinking of such things as your interests, abilities, needs and concerns. Would you say:

☐ Excellent
☐ Good
☐ Fair
☐ Poor

b. In what ways was counseling ( ) in helping you to think more clearly about yourself?_____

_____

_____

World of Work

4. Did your counseling involve talking about jobs or occupations that you might be interested in?

Yes . No ——→ SKIP TO PAGE 4, QUESTION 5

a. Did you consider a larger number of jobs than you would ordinarily have considered without counseling?

Yes No

b. As a result of counseling, do you have more information about such things as job duties, salaries, educational requirements and job outlook?

Yes No ——→ SKIP TO F

c. What information was most valuable to you? _____

_____

d. In general, how would you describe the counseling service in giving you more information about such things as the duties, salaries, educational requirements and job outlook? Would you say:

☐ Excellent
☐ Good
☐ Fair
☐ Poor

e. In what ways was counseling ( )in giving you more information? (PROBE)_____

_____

f. Have you decided upon a specific job or an occupation?

☐ Made Decision ☐ Undecided ——→ SKIP TO PAGE 4, QUESTION 5

g. Briefly describe the decision you made. (PROBE) - JOB TITLE

FIELD_____

OCCUPATION_____

h. How much help was counseling to you in making this decision?

Would you say:

- ☐ Very helpful
- ☐ Somewhat helpful
- ☐ Not very helpful
- ☐ Not helpful at all

i. In what ways was counseling ( ) to you in making this decision?_____

_____

_____

CONSTRAINTS

5. Did your counseling involve talking about any constraints or problems that might prevent you from carrying out your career plans? When I say constraints or problems I'm thinking of the need for child care, financial support, personal or family concerns, health, that sort of thing.

☐ YES ☐ NO → SKIP TO PAGE 5, QUESTION 6

a. In general, how helpful was the Career Counseling Service in trying to find ways of overcoming these obstacles or constraints? Would you say:

- ☐ Very Helpful
- ☐ Somewhat Helpful
- ☐ Not Very Helpful
- ☐ Not Very Helpful At All

b. In what ways was counseling ( ) in trying to find ways of overcoming these obstacles or constraints? (PROBE)_____

_____

_____

c. Did your counselor refer you to any people or places for help in overcoming these obstacles or constraints?

YES NO → SKIP TO QUESTION 6

d. Had you heard of these people or places before your counselor mentioned them?

YES NO

ETR

6. Did your counseling involve talking about possible enrollment in educational or training programs?

YES NO → SKIP TO PAGE 6, QUESTION 7

a. As a result of counseling do you have more information about local places which offer educational or training programs?

YES NO

b. In general, how would you describe the counseling service in giving you information about local educational or training programs? Would you say:

- Excellent
- Good
- Fair
- Poor

c. In what ways was counseling ( ) in giving you information?

_____

_____

d. Did you make a decision about education or training?

Made Decision Undecided → SKIP TO PAGE 6, Q6h

e. Briefly describe the decision you made

(PROBE)_____

(PROGRAM)_____

(INSTITUTION)_____

f. How much help was counseling to you in making this decision?

Would you say:

- ☐ Very Helpful
- ☐ Somewhat Helpful
- ☐ Not Very Helpful
- ☐ Not Helpful At All

g. In what ways was counseling ( ) to you in making this decision?

_____

_____

h. Has Career Counseling made you feel more or less confident about your ability to succeed in educational or training programs?

- ☐ More confident
- ☐ No effect on your confidence
- ☐ Less confident

JOB SEARCH

7. Did your counseling involve discussing information or developing skills to help you look for a job? I'm thinking of such things as writing a resume, how to go about an effective job search, or handling job interviews.

YES NO → SKIP TO PAGE 7, QUESTION 8

a. As a result of counseling do you have more knowledge about how to go about looking for a job?

YES NO

b. In general, how would you describe the counseling service in giving you information on how to conduct an effective job search?

Would you say:

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

c. In what ways was counseling ( ) in giving you information?

_____

_____

_____

d. Has Career Counseling made you feel more or less confident about the way you look for work?

☐ More Confident

☐ About the Same

☐ Less Confident

INFORMATION

8. Did you ever go to our Resource Center?

YES NO → SKIP TO QUESTION 9

a. In general, what kind of information did you want?_____

_____

b. Was that information available? YES NO

c. How useful was information you did get from the Resource Center for your career planning? Would you say:

☐ Very Useful ☐ Slightly Useful

☐ Moderately Useful ☐ Not Useful At All

d. How helpful was the staff at the Resource Center? Would you say:

☐ Very Helpful ☐ Not Very Helpful

☐ Somewhat Helpful ☐ Not Helpful At All

9. Did your counselor send you any printed materials?

YES NO → SKIP TO PAGE 8, QUESTION 10

a. Did you have a chance to read the material?

YES NO → SKIP TO PAGE 8, QUESTION 10

b. Did you read all of the material or some of the material?

☐ All ☐ Some

c. Did you find the material useful?

YES NO

d. Please explain_____

e. Of all the materials you received, could you tell me which were most useful to you?_____

_____

_____

COUNSELOR EVALUATION

10. Ms/Mr_____, I would like you to think about your counselor. And again, I want to assure you that your comments will be kept strictly confidential. I also want to assure you that your comments in no way will be used by the staff to evaluate your counselor. What did you like most about your counselor?

_____

_____

_____

11. What did you like least about your counselor?_____

_____

12. Do you agree or disagree that your counselor gave you support and encouragement? Would you say:

☐ Strongly Agree ☐ Disagree

☐ Agree ☐ Strongly Disagree

13. Do you agree or disagree that your counselor did not listen carefully to the things you said to her/him? Would you say:

☐ Strongly Agree ☐ Disagree

☐ Agree ☐ Strongly Disagree

14. Do you agree or disagree that your counselor helped you to think carefully about your career plans? Would you say:

☐ Strongly Agree ☐ Disagree

☐ Agree ☐ Strongly Disagree

15. Do you agree or disagree that your counselor let you make your own decisions? Would you say:

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

16. Overall, how satisfied were you with your counselor? Would you say:

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Dissatisfied
- ☐ Very Dissatisfied

TELEPHONE EVALUATION

17. Would you mind telling me what you liked most about using the telephone for counseling? (PROBE)_____

_____

18. Would you mind telling me what you liked least about using the telephone for counseling ? (PROBE)_____

_____

19. Overall, how satisfied were you with using the telephone for career counseling? Were you:

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Dissatisfied
- ☐ Very Dissatisfied

20. Thinking about all the things that happened to you in counseling, was the amount of time you spent:

- ☐ Too Short
- ☐ About Right
- ☐ Too Long

21. How actively involved were you in making your career decisions? Were you:

- ☐ Very Involved
- ☐ Involved
- ☐ Not Very Involved
- ☐ Not Involved At All

a. How do you mean that?_____

_____

_____

22. I'm going to read a list of things that some people consider when they make decisions about their careers. After I read each of these , would you tell me if it had a major influence, a minor influence or no influence on you at any time when you were making your decision.

	MAJOR	MINOR	NO
a. Your family circumstances (such as husband's/ wife's attitudes, and family responsibilities) Was this a:			
b. Amount of time required to achieve your goals.			
c. Amount of money required to achieve your goals.			
d. Information you received from counseling.			
e. Guidance and support you received through counseling.			
f. Job opportunities in this area for you (number of jobs and kinds of jobs).			
g. Educational opportunities in this area for you (number of courses available, kinds of courses available).			

23. Thinking of the list of major and minor influences that we just talked about, or any other influences, which of these had the most influence on your career decisions?

ITEM FROM QUESTION 22 ABOVE_____

OTHER_____

COUNSELING PACKAGE

24. Ms/Mr_____, we see Career Counseling as offering three basic services to the community. These are:

(1) information about different kinds of occupations or educational or training programs.

(2) guidance and support in making plans and decisions.

(3) referrals to various agencies for educational/training programs and services such as child care, testing, and financial assistance.

(a) Which of the three was the most important to you? Was it:

- ☐ Referrals
- ☐ Guidance and support
- ☐ Information you received

(b) Of the other two, which was next most important?

- ☐ Referrals
- ☐ Guidance and support
- ☐ Information you received

25. Overall, how satisfied are you with the total service you received from Career Counseling? Would you say:

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

26. Overall, how valuable has Career Counseling been to you in the making of future plans? Would you say:

- ☐ Very valuable
- ☐ Somewhat valuable
- ☐ Not very valuable
- ☐ Not valuable at all

27. In what ways have you changed as a result of Career Counseling?

_____

_____

28. What is the most important thing you got out of Career Counseling?

_____

_____

29. Would you recommend career counseling to someone else?

YES NO

30. Do you think that a career counseling service of this type should continue?

YES NO

31. Do you have any suggestions about how we can improve our Career Counseling Service?

_____

_____

_____

_____

32. Do you have any questions you would like to ask? Or any comments?

_____

_____

_____

Ms/Mr_____, I want to thank you for answering these questions. It will be very helpful to us as we try to improve our service.

DID CLIENT INDICATE HE/SHE WANTED TO RESUME COUNSELING? YES NO

PUBLICATION REVIEW FORMS

Career Education Project
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

PUBLICATION REVIEW FORM: OVERALL EVALUATION

Thank you for agreeing to review our manuals.

The packet you have received contains a general form for overall evaluation, along with individual review forms for each of the five manuals. Please complete and return this general form and as many of the others as time permits. To meet our contract deadlines, we need to receive your comments within three weeks; a stamped, self-addressed envelope has been enclosed for your convenience. We would greatly appreciate your printing or typing your responses.

DEMOGRAPHIC INFORMATION

1. Name _____

   Title _____

   Organization/Institution _____

   Address _____

   _____
   (City) (State) (Zip Code)

   Telephone ( ) _____

2. What is the nature or purpose of your organization, institution, or agency?

   _____

   _____

3. Whom does your organization, institution, or agency serve (age, sex, other distinguishing characteristics)?

   _____

   _____

4. Approximately how many people does your organization, institution, or agency serve per year? _____

5. Which of the five manuals have you received?

   _____ *Attracting Clients to Service-Oriented Programs*
   _____ *Designing and Operating a Career Counseling Service for Adults*
   _____ *Establishing and Operating a Career Resource Center for Adults*
   _____ *Developing Career-Related Materials for Use with and by Adults*
   _____ *Integrating Research and Evaluation into the Operation of Service-Oriented Programs*

APPLICAPILITY

6. How applicable to your situation is the information presented in these manuals? (Please "X" the box that most nearly corresponds to your opinion.)

Highly Applicable	Somewhat Applicable	Not at All Applicable

7. How interested are you in trying any of the procedures or techniques presented in the manuals?

Extremely Interested	Somewhat Interested	Not at All Interested

8. Please list those procedures or techniques presented in the manuals which you find interesting and which you would like to use.

a. _____

b. _____

c. _____

d. _____

e. _____

9a. Do you think you could apply the procedures and techniques presented in the manuals to your situation by using only the manuals themselves?

YES NO

9b. If not, what other kinds of assistance would you need in order to apply the procedures and techniques described in the manuals?

_____ Space
_____ Funds
_____ Support from administration
_____ Training
_____ More EDC Career Education Project publications
_____ More publications from other sources
_____ Project film
_____ Technical assistance from Project staff
_____ Other (please specify)
_____
_____
_____
_____
_____

Thank you again for taking the time to complete this and the other forms. Your comments will be most helpful to us in planning subsequent editions of our publications.

Career Education Project
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Reviewer's Name: _____

REVIEW FORM FOR

(Title of "How-to" Manual)

DIRECTIONS: Please print or type your responses to the following questions. In the items calling for a choice of responses, please "X" the box that most nearly corresponds to your opinion. If you wish to make further comments, please attach additional pages.

EXPECTATIONS

1. In terms of content, how nearly did this publication meet your expectations?

Contained much more than expected	Contained somewhat more than expected	Contained exactly what was expected	Contained somewhat less than expected	Contained much less than expected

2. Please explain your response to Question #1: _____

_____

_____

CONTENT

3. In general, how would you rate this publication's content (from 1 to 5) in terms of the following items:

	(1)	(2)	(3)	(4)	(5)
a. Number of topics covered/ comprehensiveness	Too Many/ Too Broad		Right Number		Too Few/ Too Narrow
b. Amount of detail provided/depth	Too Much		Right Amount		Too Little
c. Originality/innovativeness	Extremely Original		Somewhat Original		Not at All Original
d. Usefulness of sample and examples (forms, charts, scripts, sample pages)	Highly Useful		Adequate		Not at All Useful
e. Number of samples and examples	Too Many		Right Number		Too Few

4. What topics should be added or covered in greater detail? _____

_____

5. What topics should be deleted or covered in less detail? _____

_____

6. Please use this space for any other comments you have about the manual's content. _____

_____

_____

PRESENTATION

7. In general, how would you rate this publication's presentation in terms of the following consideration:

	(1)	(2)	(3)	(4)	(5)
a. Clarity of language	Extremely Clear		Acceptable		Extremely Unclear
b. Layout (Arrangement of text, illustrations, head-lines, etc.)	Extremely Attractive		Acceptable		Extremely Unattractive
c. Page size	Too Large		Right Size		Too Small
d. Type of paper (Newsprint)	Most Desirable		Adequate		Most Undesirable

8. In its present form, how easy is this publication to read and understand?

Extremely Easy		Acceptable		Extremely Difficult

9. Please use this space for any other comments you have about the manual's presentation.

_____

_____

OVERALL EVALUATION

10. Overall, what did you like most about this publication? _____

_____

11. What did you like least? _____

_____

12. If this publication were produced for sale, what do you think would be a reasonable charge for a copy? _____

13. Would you be likely to recommend that someone in a position similar to yours purchase a copy of this publication?

Definitely Yes	Probably Yes	Don't Know	Probably No	Definitely No

14. To what types of people or agencies would you recommend this manual? _____

_____

_____

15. What changes, if any, do you think should be made in this manual before it is reprinted?

_____

_____

Career Education Project
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

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1. Name _____

   Title _____

   Organization/Institution _____

   Address _____

   _____
   (City) (State) (Zip Code)

   Telephone ( ) _____

2. What is the nature or purpose of your organization, institution, or agency?

   _____

   _____

3. Whom does your organization, institution, or agency serve (age, sex, other distinguishing characteristics)?

   _____

   _____

4. Approximately how many people does your organization, institution, or agency serve per year? _____

5. Which of the five booklets have you received?

   _____ *Career Development Series*
   _____ *Women and the World of Work*
   _____ *From Liberal Arts and Sciences to Careers: A Guide*
   _____ *External Degree Study: A New Route to Careers*
   _____ *Bibliographies of Career-Related Materials*

Career Education Project
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Reviewer's Name: _____

REVIEW FORM FOR

(Title of Independent Product)

DIRECTIONS: Please print or type your responses to the following questions. In the items calling for a choice of responses, please "X" the box that most nearly corresponds to your opinion. If you wish to make further comments, please attach additional pages.

EXPECTATIONS

1. In terms of content, how nearly did this publication meet your expectations?

Contained much more than expected	Contained somewhat more than expected	Contained exactly what was expected	Contained somewhat less than expected	Contained much less than expected

2. Please explain your response to Question #1: _____

_____

_____

CONTENT

3. In general, how would you rate this publication's content (from 1 to 5) in terms of the following items:

	(1)	(2)	(3)	(4)	(5)
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d. Usefulness of sample and examples (forms, charts, scripts, sample pages)	Highly Useful		Adequate		Not at All Useful
e. Number of samples and examples	Too Many		Right Number		Too Few

4. What topics should be added or covered in greater detail? _____

_____

5. What topics should be deleted or covered in less detail? _____

_____

6. For which types and ages of people would this booklet be appropriate? _____

_____

7. Please use this space for any other comments you have about the booklet's content.

PRESENTATION

8. In general, how would you rate this publication's presentation in terms of the following considerations:

	(1)	(2)	(3)	(4)	(5)
a. Clarity of language	Extremely Clear		Acceptable		Extremely Unclear
b. Layout (Arrangement of text, illustrations, headlines, etc.)	Extremely Attractive		Acceptable		Extremely Unattractive
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9. In its present form, how easy is this publication to read and understand?

Extremely Easy		Acceptable		Extremely Difficult

10. Please use this space for any other comments you have about the booklet's presentation.

_____

_____

OVERALL EVALUATION

11. Overall, what did you like most about this publication? _____

_____

12. What did you like least? _____

_____

13. If this publication were produced for sale, what do you think would be a reasonable charge for a copy? _____

14. Would you be likely to recommend that someone in a position similar to yours purchase a copy of this publication?

Definitely Yes	Probably Yes	Don't Know	Probably No	Definitely No

15. To what types of people or agencies would you recommend this booklet? _____

_____

_____

16. What changes, if any, do you think should be made in this booklet before it is reprinted?

_____

_____

RESOURCE CENTER QUESTIONNAIRE

RESOURCE CENTER QUESTIONNAIRE

☐☐☐☐ R & E ID

☐☐☐☐ Log. No.

☐☐☐☐☐ Date

☐ D. C.

☐☐ Receptionist ID

☐ C. C.

☐☐☐☐ RC no.

☐ HB (RC→C)

☐ HB (RC Only)

☐ NHB

---

1. Is this your first visit to the Resource Center?

☐ Yes ☐ No ——→ 1a. How many times have you been here before?_____

2. In what ways do you think we can be of service to you?

_____

_____

_____

_____

CHECK THE CATEGORIES THAT BEST DESCRIBE THE CLIENT'S REASONS FOR VISITING THE RESOURCE CENTER

☐ To obtain information about specific occupation(s)

☐ To obtain information about education or training programs(s)

☐ To obtain information about supportive services

☐ General information ☐ Other (see above)

3. Are you interested in obtaining information about any specific occupations?

☐ No ☐ Yes

3a. FIRST MENTIONED

Job Title_____

Duties_____

Type of Industry_____

3b. SECOND MENTIONED

Job Title_____

Duties_____

Type of Industry_____

4. Are you now considering any educational or training program?

☐ No ☐ Undecided ☐ Yes → 4a. Which of the following items best describes the educational (training) program you are now considering?

☐ Adult Basic Education

☐ High School Equivalency

☐ Vocational/Technical (post high school)

☐ On-the-Job Training

☐ Apprenticeship

☐ Junior College

☐ College

☐ Graduate School

☐ Other (Specify)_____

I will now help you to get started in the use of the materials and books in the Center. When you are finished would you please see me before you leave.

5. If you used any of the materials listed below please check the appropriate items.

MATERIAL USED	WAS IT HELPFUL
☐ Occupations File	☐ Yes ☐ No
☐ Vertical File	☐ Yes ☐ No
☐ School Catalogues	☐ Yes ☐ No
☐ Periodicals	☐ Yes ☐ No
☐ Self-Directed Search	☐ Yes ☐ No
☐ Occupational Outlook Handbook	☐ Yes ☐ No
☐ Dictionary of Occupational Titles	☐ Yes ☐ No
☐ Directories	☐ Yes ☐ No
☐ ETR Notebooks	☐ Yes ☐ No
☐ Job Application Procedures	☐ Yes ☐ No
☐ Resource Center Take-Homes	☐ Yes ☐ No
☐ Occupations Viewer	☐ Yes ☐ No
☐ Supportive Services Notebook	☐ Yes ☐ No

5a. In which of the following topics listed in the Supportive Services notebook were you interested?

☐ Child Care
☐ Financial Aid
☐ Testing
☐ Adult Care
☐ Placement and Apprenticeship
☐ Counseling
☐ Volunteer Activities
☐ Miscellaneous

6. Please list any other books or materials you used and your evaluation of their usefulness to you.

	BOOKS OR MATERIALS	WAS IT USEFUL
a.	_____	☐ Yes ☐ No
b.	_____	☐ Yes ☐ No
c.	_____	☐ Yes ☐ No
d.	_____	☐ Yes ☐ No

7. Please list any Project produced material given to you while you were here.

a. _____
b. _____
c. _____
d. _____

8. Did you receive help or assistance from any of the members of the Project's staff?

☐ No ☐ Yes ——→ 8a. Check the categories that best describe the kind of help or assistance you received.

☐ Locating library materials

☐ Using library materials

☐ Information on topics not covered in library materials

☐ Discussing personal career problems

☐ Other (Specify) _____

_____

_____

9. Did you get the information needed in order to answer your questions?

☐ Yes ☐ No

If no, what information was lacking?_____

_____

10. Have you developed new questions?

☐ Yes ☐ No

If yes, what are they?_____

_____

11. Have you made any plans to:

a. enter a specific occupation?	☐ Yes	☐ No
b. begin looking for a job?	☐ Yes	☐ No
c. accept a job you had been considering?	☐ Yes	☐ No
d. enroll in an educational or training program	☐ Yes	☐ No
e. complete an educational or training program you have already started?	☐ Yes	☐ No
f. change careers?	☐ Yes	☐ No

12. Have you decided on a next step towards meeting your career goals?

☐ Yes ☐ No

If yes, what is it?_____

_____

_____

13. How would you evaluate the results of this visit to the Resource Center?

☐ Very Helpful

☐ Slightly Helpful

☐ Not helpful

APPENDIX C

OCCUPATIONAL CLASSIFICATIONS SYSTEMS

OCCUPATIONAL CLASSIFICATION SYSTEMS

The two occupational codes discussed in this report are a modified version of Roe's field and level system for classifying occupations and the U.S. Department of Commerce's Classified Index of Occupations, which was used during the 1970 Census.

Roe's Occupational Classification System

The Roe system for classifying occupations is based on two dimensions. The first dimension is the level of functioning related to responsibility, capacity, and skill. Roe has defined six (6) levels: Professional and Managerial I; Professional and Managerial II; Semi-Professional and Small Business; Skilled; Semi-skilled; and Unskilled. The second dimension is based on the primary focus of activity of the occupation. There are eight (8) groups of occupational fields: Service (serving the tastes, needs, and welfare of others); Business Contact (face-to-face sale based on personal persuasion; i.e., commodities); Managerial (concerned with the organization and efficient running of an organization); Technology (concerned with all aspects of commodity and utility manufacture and use); Outdoor (occupations associated with natural resources); Science (concerned with scientific theory and its application); General Culture (occupations primarily concerned with the preservation and transmission of general cultural heritage); and Arts and Entertainment (associated with the use of special skills in arts and entertainment).

The staff of the Career Education Project used a modified version of Roe's system, with four rather than six levels: Professional and Managerial I, Professional and Managerial II, Semi-Professional and Small Business

were collapsed into one group called Professional. This system was devised by Donald Super and his associates at Columbia University for use in evaluating the computer-based Educational and Career Exploration System (ECES).

1970 Census Occupational Classification System

The U.S. Department of Commerce Classified Index of Occupations, which was used for the 1970 Census, has four broad occupational areas. The four areas are: (1) white collar workers; (2) blue collar workers; (3) farm workers; and (4) service workers.

There are four occupational groups associated with white collar workers. These white collar occupational groups are: (1) professional, technical, and kindred workers, which includes all types of professionals from accountants to writers; (2) managers and administrators of any organization, except farm related organizations; (3) sales workers; and (4) clerical and similar workers, from bank tellers to typists.

Occupational groups associated with blue collar workers are: (1) craftsmen and kindred workers, such as bakers, electricians, and tailors; (2) operatives, except transport, such as assemblers, dyers, and riveters; (3) transport equipment operatives from bus to truck drivers; and (4) laborers, except farm-related laborers.

The third occupational area, farm workers, has two occupational groups. They are: (1) farmers and farm managers, and (2) farm foremen and farm laborers.

The last occupational area, service workers, includes two groups of occupations associated with service. The first is personal service workers, such as flight attendants, barbers, and ushers. The other group of service workers is private household workers, including cooks and maids.

The remainder of this appendix will provide a listing of the specific occupations comprising the categories used in these two occupational classification systems.

ROE OCCUPATIONAL CLASSIFICATION SYSTEM
(MODIFIED VERSION)

Service

Level 1 (Professional)

1101	Agric. Extension Agent	1109	Librarian, Special	1116	Social Worker
1103	Clergyman	1110	Nurse, Professional	1117	Therapist, Occupational
1104	Community Org. Worker	1111	Optometrist	1118	Therapist, Physical
1105	Dentist	1112	Pharmacist	1119	Therapist, Speech
1106	Guidance Counselor	1113	Physician	1120	Veterinarian
1107	Lawyer	1114	Psychiatrist	1127	Ecologist
1108	Librarian, Public	1115	Recreation Leader	1128	Psychologist

Level 2 (Skilled)

1201	Airline Stewardess	1205	Funeral Director	1209	Optician
1202	Airline Traf. Agent/Clerk	1206	Insurance Adjuster	1210	Policeman/Policewoman
1203	Anesthetist	1207	Manager, Hotel	1215	Case Aide
1204	Dental Hygienist	1208	Manager, Restaurant	1219	Disc Jockey

Level 3 (Semi-skilled)

1301	Barber	1304	Bus Driver, Long Distance	1308	Psychiatric Aide
1302	Beauty Operator	1305	Fireman	1309	Therapist, Inhalation
1303	Bus Driver, Local	1307	Nurse, Licensed Practical	1311	Veterinary Assistant
				1312	Library Clerk

Level 4 (Unskilled)

1401	Bellman, Hotel	1406	Home Attendant	1411	Service Sta. Attendant
1402	Busboy or Busgirl	1407	Mail Carrier	1412	Taxicab Driver
1403	Cook or Chef	1408	Nurse Aide	1413	Waiter or Waitress
1404	Cook, Short Order	1409	Orderly	1415	Guard or Watchman
1405	Exterminator	1410	Parking Attendant	1416	Clerk, Hotel Front Office
				1417	Driving Instructor

Business Contact

Level 1

2101	Bank Officer	2103	Real Estate Appraiser	2105	Buyer
2102	Public Relations Worker	2104	Salesman, Securities		

Level 2

2201	Building Contractor	2204	Ins. Agent or Broker	2207	Salesman, Radio & TV Time
2202	Emp. Service Interviewer	2205	Jeweler	2209	Insurance Adjuster
2203	Funeral Director	2206	Salesman, Manufacturer's	2210	Payroll Clerk

Level 3

2301	Florist	2305	Salesman, Automobile-Repair Service	2310	Tailor
2302	Nurseryman & Landscaper			2311	Travel Agent
2303	Real Estate Agent	2308	Salesman, Photographic Supplies & Equipment	2313	Dressmaker
				2314	Printing Plant Supt.

Level 4

2402	Routeman	2404	Salesman, General	2406	Salesman, Department Store
2403	Salesman, Automobile	2405	Salesman, House-to-House	2407	Salesman, Auto Parts

Business Organization

Level 1

3102	Actuary	3109	Ind. Relations Admin.	3116	Translator & Interpretator
3103	Bank Officer	3110	Internal Revenue Agent	3117	Construction Supt.
3104	Buyer	3111	Lawyer	3118	Customs Inspector
3105	City Planner	3112	Personnel Administrator	3121	Farm Manager
3106	Computer Programmer	3113	Purchasing Agent	3122	Manager, Hotel
3107	Economist	3114	Real Estate Appraiser	3123	Foreign Service Officer
3108	Hospital Administrator	3115	Security Officer	3124	Franchise Promotion Mgr.

Level 2

3201	Advertising Assistant	3209	Food Service Supervisor	3217	Manager, Industrial Traffic
3202	Air Traffic Controller	3210	Insurance Adjuster	3218	Manager, Theater
3203	Airline Traf. Agent/Clerk	3211	Loan Officer	3219	Computer Programmer
3206	Dispatcher, Airline	3212	Manager, Department	322	Accountant
3207	Estimator, Printing and Publishing	3213	Manager, Hotel	322	Secretary, Medical
		3214	Manager, Office	3226	Credit Manager
3208	Executive Housekeeper	3215	Manager, Restaurant	3227	Warehouse Manager

Level 3

3301	Baker	3317	Dental Assistant	3330	Operator, Tab. Machine
3302	Bank Teller	3319	Librarian, Tape	3334	Salesman, Auto-Repair Serv.
3303	Bookkeeper	3322	Material Lister	3335	Secretary
3306	Clerk-Typist	3324	Operator, Bkpg. Machine	3337	Stenographer
3311	Clerk, Postal	3325	Operator, Dupl. Machine	3338	Transp. Agent, Airline
3314	Clerk, Statistical	3326	Operator, Keypunch	3341	Computer Programmer
3316	Clerk, Traffic Rate	3328	Operator, Stenotype	3342	Legal Secretary

Level 4

3401	Janitor	3410	Operator, Office Machine	3417	Clerk-Typist
3402	Mail Carrier	3411	Operator, Switchboard	3418	Clerk, Bank
3403	Superintendent, Building	3412	Operator, Telephone	3419	Clerk, Credit
3405	Cashier	3413	Opr., Transcribing Mach.	3420	Clerk, General
3407	Clerk, Shipping & Recv.	3414	Receptionist	3421	Clerk, Hotel Front Office
3408	Clerk, Stock	3415	Typist	3422	Clerk, Production
3409	Food Store Checker	3416	Bookstore Clerk	3423	Retail Display Worker

Technology

Level 1

4101	Actuary	4111	Engineer, Civil	4121	Inspector, Processed Food
4103	Architect	4112	Engineer, Electrical	4122	Mathematician
4104	Computer Programmer	4113	Engineer, Industrial	4123	Medical Technologist
4105	Dairy Technologist	4114	Engineer, Mechanical	4124	Sanitarian, Public Health
4106	Engineer,	4115	Engineer, Metallurgical	4125	Statistician
4107	Engineer, Agricultural	4116	Engineer, Mining	4126	Systems Analyst
4108	Engineer, A/C & Refrig.	4117	Engineer, Sanitary	4128	Engineer, Petroleum
4109	Engineer, Ceramics	4118	Engineer, Traffic	4129	Engineer, Automotive
4110	Engineer, Chemical	4119	Food Technologist	4130	Apprentice Coordinator
		4120	Industrial Hygenist		

Level 2

4201	Air Traffic Controller	4216	Optician	4232	Technician, Industrial Engr.
4203	Anesthetist	4217	Patternmaker	4233	Technician, Mechanical Engr.
4204	Building Contractor	4218	Photoengraver	4234	Technician, Physics
4205	Detailer	4219	Photographer	4235	Technician, Radio/TV Broad
4206	Draftsman	4225	Construction Supt.	4236	Technician, X-ray
4208	Inspector, Building	4226	Surveyor	4237	Tool and Die Maker
4209	Instrument Maker	4227	Technician, A/C	4238	Designer, Industrial
4210	Jeweler	4228	Technician, Atomic Energy	4239	Tool Designer
4211	Laboratory Tester			4240	Compositor
4213	Mechanic, Airplane	4229	Technician, Chemical	4241	Lithographer
4214	Metallurgist, Asst.	4230	Technician, Dental	4243	Tool Programmer, Numeric Con.
4215	Operator, Computer	4231	Technician, Electronic	4245	Airline Pilot and Co-Pilot
				4246	Industrial Artist

Level 3

4301 Assembler, Electronic
4303 Boilermaker
4304 Bricklayer
4305 Bus Driver, Local
4306 Bus Driver, Long Dist.
4307 Cabinetmaker
4308 Carpenter
4311 Electrician, Airplane
4312 Electrician, Construc.
4313 Electrician, Maint.
4314 Engineer, Stationary
4315 Hydraulic Tester
4317 Lather
4318 Lineman
4319 Machinist
4320 Mechanic, Auto
4321 Mechanic, Comm'l A/C
4322 Mechanic, Const. Engr.
4323 Mechanic, Diesel
4324 Mechanic, Electronics
4325 Mechanic, Eng. Equip.
4326 Mechanic, Farm Equip.
4327 Mechanic, Maintenance
4328 Mechanic, Refrig.
4329 Medical Lab. Asst.
4330 Millwright
4331 Oil Burner Installation and Serviceman
4332 Operator, Machine Tool
4333 Operator, Milling Mach.
4335 Operator, Transmitter
4336 Operator, Turret Lathe
4337 Operator, Woodwkg.Mach.
4338 Ornamental Metal Worker
4339 Photographer, Biol.
4341 Plasterer
4344 Pressman, Printing
4345 Repairman, Auto Body
4346 Repairman, Watch
4347 Roofer
4348 Salesman, Auto Repair
4350 Serviceman, Home Appliances
4351 Serviceman, Off.Mach.
4352 Sheet Metal Worker
4353 Steel Worker, Struc'l.
4357 Tailor
4358 Technician. Electromech.
4359 Technician, Surgical
4360 Technician, Traffic
4361 Telephone Installer
4362 Therapist, Inhalation
4364 Welder
4365 Airline Radio Operator
4366 Repairman, Camera
4367 Repairman, Instrument
4368 Serviceman, Data Proc Mach
4369 Serviceman, Radio/TV
4370 Cement Mason
4371 Dressmaker
4372 Electroplater
4373 Glazier
4374 Insulating Worker
4375 Maintenance Man, Bldg.
4376 Meatcutter
4378 Operator, Heavy Machinery
4379 Painter and Paperhanger
4380 Projectionist, Mot.Picture
4381 Repairman, Shoe
4382 Repairman, Vending Machine
4383 Silk Screen Cutter
4384 Computer Operator
4385 Dynamometer Operator
4386 Die Repairman
4387 Industrial Pipefitter
4388 Tool Grinder
4389 Industrial Truck Mechanic
4390 Television Cameraman
4391 Petroleum Refinery Worker
4392 Cable Splicer
4393 Tile Setter

Level 4

4401 Assembler, Factory
4404 Dry Cleaning Worker
4406 Exterminator
4409 Janitor
4410 Laborer
4411 Laborer, Construction
4412 Laundry Worker
4413 Maint.Man,Factory or Mill
4418 Operator, Power Truck
4419 Operator, Prod.Drill Press
4420 Operator, Punch Press
4421 Operator, Sewing Mach.
4424 Presser, Machine
4427 Service Station Attd't.
4430 Truck Driver, Local
4431 Truck Driver, Long Dist.
4432 Inspector, Factory
4434 Alterations Seamstress
4435 Absorption Operator
4436 Core Blower Operator
4437 Gas Appliance Serviceman
4438 Railroad Auto Rack Loader
4439 Bowling Machine Mechanic
4440 Furniture Assembler
4441 Carpet Layer
4442 Tarrazzo Worker
4443 Railroad Brakeman
4444 Meter Reader
4445 Overhead Crane Operator
4446 Cold Type Compositor Opr.

Outdoor

Level 1

5101 Agric. Extension Agent
5102 Architect, Landscape
5103 Crop & Soil Scientist
5104 Engineer, Mining
5107 Horticulturist
5108 Farm Manager

Level 2

5201 Surveyor

Level 3

5301 Bricklayer
5302 Carpenter
5303 Nurseryman & Landscaper
5304 Roofer
5306 Farmer
5309 Cement Mason
5310 Greenskeeper

Level 4

5403 Gardener, Landscape
5405 Nursery Worker
5406 Salesperson, House-to-House

Science

Level 1

6101	Actuary	6114	Engineer, Chemical	6127	Psychiatrist
6102	Analytical Chemist	6115	Geologist	6128	Psychologist
6103	Anthropologist	6116	Horticulturist	6129	Sanitarian, Public Health
6104	Archaeologist	6117	Mathematician	6130	Sociologist
6105	Astronomer	6118	Medical Technologist	6131	Statistician
6106	Biochemist	6119	Meteorologist	6132	Technical Writer
6107	Biologist	6120	Microbiologist	6133	Therapist, Occupational
6108	Botanist	6121	Nurse, Professional	6134	Therapist, Physical
6109	Chemist	6122	Oceanographer	6135	Therapist, Speech
6110	Crop & Soil Scientist	6123	Optometrist	6136	Veterinarian
6111	Dentist	6124	Pharmacist	6137	Zoologist
6112	Dietitian	6125	Physician	6138	Geographer
6113	Economist	6126	Physicist	6139	Ecologist

Level 2

6201	Anesthetist	6204	Technician, Chemical	6207	Technician, X-Ray
6202	Dental Hygienist	6205	Technician, Dental	6208	Technician, Physics
6203	Technician, Atomic Energy	6206	Technician, Electronic	6209	Policeman/Policewoman

Level 3

6301	Dental Assistant	6305	Photographer, Biological	6308	Therapist, Inhalation
6302	Medical Lab. Assistant	6306	Psychiatric Aide	6309	Fireman
6304	Nurse, Licensed Practical	6307	Technician, Surgical	6310	Veterinary Assistant

Level 4

6401	Nurse Aide	6402	Orderly

General Culture

Level 1

7101	Anthropologist	7110	Guidance Counselor	7119	Teacher, Kindergarten & Nursery School
7102	Archaeologist	7111	Historian		
7103	Architect	7112	Home Economist	7120	Teacher, Music
7104	City Planner	7113	Lawyer	7121	Teacher, Physical Education
7105	Clergyman	7114	Librarian, Public	7122	Teacher, Secondary School
7106	Economist	7115	Librarian, Special	7123	Technical Writer
7107	Editor, Book	7117	Teacher, College	7124	Translator & Interpretator
7108	Editor, Magazine	7118	Teacher, Elementary Sch.	7125	Apprentice Coordinator

Level 2

7201	Announcer, Radio & TV	7202	Reporter	7203	Disc Jockey

Level 3

7301	Teacher Aide	7302	Library Clerk

Level 4

No Listings

Arts, Entertainment, and Recreation

Level 1

8101 Advertising Copywriter
8102 Architect
8103 Architect, Landscape
8104 Athletic Coach
8105 City Planner
8106 Editor, Book
8107 Editor, Magazine
8108 Recreation Leader
8109 Recreation Supervisor
8110 Reporter
8111 Teacher, Music
8112 Teacher, Physical Education
8113 Technical Writer

Level 2

8201 Actor or Actress
8202 Advertising Assistant
8203 Advertising Layout Man
8204 Announcer, Radio & TV
8205 Artist, Commercial
8206 Cartoonist
8207 Designer, Fashion
8208 Designer, Industrial
8209 Detailer
8210 Interior Decorator or Designer
8211 Photoengraver
8212 Photographer
8213 Musician, Instrumental
8214 Recreation Leader
8215 Industrial Artist

Level 3

8301 Florist
8302 Model
8304 Floral Designer
8306 Television Cameraman

1970 CENSUS OCCUPATIONAL CLASSIFICATION SYSTEM*

Professional, Technical, and Kindred Workers

001	Accountants
002	Architects
	Computer specialists
003	Computer programmers
004	Computer systems analysts
005	Computer specialists, n.e.c.
	Engineers
006	Aeronautical and astronautical engineers
010	Chemical engineers
011	Civil engineers
012	Electrical and electronic engineers
013	Industrial engineers
014	Mechanical engineers
015	Metallurgical and materials engineers
020	Mining engineers
021	Petroleum engineers
022	Sales engineers
023	Engineers, n.e.c.
024	Farm management advisors
025	Foresters and conservationists
026	Home management advisors
	Lawyers and judges
030	Judges
031	Lawyers
	Librarians, archivists, and curators
032	Librarians
033	Archivists and curators
	Mathematical specialists
034	Actuaries
035	Mathematicians
036	Statisticians
	Life and physical scientists
042	Agricultural scientists
043	Atmospheric and space scientists
044	Biological scientists
045	Chemists
051	Geologists
052	Marine scientists
053	Physicists and astronomers
054	Life and physical scientists, n.e.c.
055	Operations and systems researchers and analysts

*U.S. Department of Commerce, Bureau of the Census, Washington, D.C. 20233, March 1971.

Professional, Technical, and Kindred Workers -- Continued

056	Personnel and labor relations workers
	Physicians, dentists, and related practitioners
061	Chiropractors
062	Dentists
063	Optometrists
064	Pharmacists
065	Physicians, medical and osteopathic
071	Podiatrists
072	Veterinarians
073	Health practitioners, n.e.c.
	Nurses, dietitians, and therapists
074	Dietitians
075	Registered nurses
076	Therapists
	Health technologists and technicians
080	Clinical laboratory technologists and technicians
081	Dental hygienists
082	Health record technologists and technicians
083	Radiologic technologists and technicians
084	Therapy assistants
085	Health technologists and technicians, n.e.c.
	Religious workers
086	Clergymen
090	Religious workers, n.e.c.
	Social scientists
091	Economists
092	Political scientists
093	Psychologists
094	Sociologists
095	Urban and regional planners
096	Social scientists, n.e.c.
	Social and recreation workers
100	Social workers
101	Recreation workers
	Teachers, college and university
102	Agriculture teachers
103	Atmospheric, earth, marine, and space teachers
104	Biology teachers
105	Chemistry teachers
110	Physics teachers
111	Engineering teachers
112	Mathematics teachers
113	Health specialties teachers
114	Psychology teachers
115	Business and commerce teachers
116	Economics teachers
120	History teachers
121	Sociology teachers

Professional, Technical, and Kindred Workers -- Continued

Teachers, college and university -- continued
122 Social science teachers, n.e.c.
123 Art, drama, and music teachers
124 Coaches and physical education teachers
125 Education teachers
126 English teachers
130 Foreign language teachers
131 Home economics teachers
132 Law teachers
133 Theology teachers
134 Trade, industrial, and technical teachers
135 Miscellaneous teachers, college and university
140 Teachers, college and university, subject not specified
Teachers, except college and university
141 Adult education teachers
142 (N) Elementary school teachers
143 Prekindergarten and kindergarten teachers
144 Secondary school teachers
145 Teachers, except college and university,,n.e.c.
Engineering and science technicians
150 Agriculture and biological technicians, except health
151 Chemical technicians
152 Draftsmen
153 Electrical and electronic engineering technicians
154 Industrial engineering technicians
155 Mechanical engineering technicians
156 Mathematical technicians
161 Surveyors
162 Engineering and science technicians, n.e.c.
Technicians, except health, and engineering and science
163 Airplane pilots
164 Air traffic controllers
165 Embalmers
170 Flight engineers
171 Radio operators
172 Tool programmers, numerical control
173 Technicians, n.e.c.
174 Vocational and educational counselors
Writers, artists, and entertainers
175 Actors
180 Athletes and kindred workers
181 Authors
182 Dancers
183 Designers
184 Editors and reporters
185 Musicians and composers
190 Painters and sculptors
191 Photographers
192 Public relations men and publicity writers
193 Radio and television announcers

Professional, Technical, and Kindred Workers -- Continued

Writers, artists, and entertainers -- continued

194 Writers, artists, and entertainers, n.e.c.
195 Research workers, not specified
196 Professional, technical, and kindred workers -- allocated

Managers and Administrators, Except Farm

201 Assessors, controllers, and treasurers; local public administration
202 Bank officers and financial managers
203 Buyers and shippers, farm products
205 Buyers, wholesale and retail trade
210 Credit men
211 Funeral directors
212 Health administrators
213 Construction inspectors, public administration
215 Inspectors, except construction; public administration
216 Managers and superintendents, building
220 Office managers, n.e.c.
221 Officers, pilots, and pursers; ship
222 Officials and administrators; public administration, n.e.c.
223 Officials of lodges, societies, and unions
224 Postmasters and mail superintendents
225 Purchasing agents and buyers, n.e.c.
226 Railroad conductors
230 Restaurant, cafeteria, and bar managers
231 Sales managers and department heads, retail trade
233 Sales managers, except retail trade
235 School administrators, college
240 School administrators, elementary and secondary
245 Managers and administrators, n.e.c.
246 Managers and administrators, except farm -- allocated

Sales Workers

260 Advertising agents and salesmen
261 Auctioneers
262 Demonstrators
264 Hucksters and peddlers
265 Insurance agents, brokers, and underwriters
266 Newsboys
270 Real estate agents and brokers
271 Stock and bond salesmen
280 Salesmen and sales clerks, n.e.c.
281 Sales representatives, manufacturing industries
282 Sales representatives, wholesale trade

Sales Workers -- Continued

Salesmen and sales clerks, n.e.c. -- continued
283 Sales clerks, retail trade
284 Salesmen, retail trade
285 Salesmen of services and construction
296 Sales workers — allocated

Clerical and Kindred Workers

301 Bank tellers
303 Billing clerks
305 (P) Bookkeepers
310 Cashiers
311 Clerical assistants, social welfare
312 Clerical supervisors, n.e.c.
313 Collectors, bill and account
314 Counter clerks, except food
315 Dispatchers and starters, vehicle
320 Enumerators and interviewers
321 Estimators and investigators, n.e.c.
323 Expediters and production controllers
325 File clerks
326 Insurance adjusters, examiners, and investigators
330 Library attendants and assistants
331 Mail carriers, post office
332 Mail handlers, except post office
333 Messengers and office boys
334 Meter readers, utilities
Office machine operators
341 Bookkeeping and billing machine operators
342 Calculating machine operators
343 Computer and peripheral equipment operators
344 Duplicating machine operators
345 Keypunch operators
350 Tabulating machine operators
355 Office machine operators, n.e.c.
360 Payroll and timekeeping clerks
361 Postal clerks
362 Proofreaders
363 Real estate appraisers
364 Receptionists
Secretaries
370 Secretaries, legal
371 Secretaries, medical
372 (Q) Secretaries, n.e.c.
374 Shipping and receiving clerks
375 Statistical clerks
376 Stenographers
381 Stock clerks and storekeepers

Clerical and Kindred Workers — Continued

382 Teacher aides, exc. school monitors
383 Telegraph messengers
384 Telegraph operators
385 Telephone operators
390 Ticker, station, and express agents
391 Typists
392 Weighers
394 Miscellaneous clerical workers
395 Not specified clerical workers
396 Clerical and kindred workers -- allocated

Craftsmen and Kindred Workers

401 Automobile accessories installers
402 Bakers
403 Blacksmiths
404 Boilermakers
405 Bookbinders
410 Brickmasons and stonemasons
411 Brickmasons and stonemasons, apprentices
412 Bulldozer operators
413 Cabinetmakers
415 (R) Carpenters
416 Carpenter apprentices
420 Carpet installers
421 Cement and concrete finishers
422 Compositors and typesetters
423 Printing trades apprentices, exc. pressmen
424 Cranemen, derrickmen, and hoistmen
425 Decorators and window dressers
426 Dental laboratory technicians
430 Electricians
431 Electrician apprentices
433 Electric power linemen and cablemen
434 Electrotypers and stereotypers
435 Engravers, exc. photoengravers
436 Excavating, grading, and road machine operators; exc. bulldozer
440 Floor layers, exc. tile setters
441 Foremen, n.e.c.
442 Forgemen and hammermen
443 Furniture and wood finishers
444 Furriers
445 Glaziers
446 Heat treaters, annealers, and temperers
450 Inspectors, scalers, and graders; log and lumber
452 Inspectors, n.e.c.
453 Jewelers and watchmakers
454 Job and die setters, metal

Craftsmen and Kindred Workers — Continued

455 Locomotive engineers
456 Locomotive firemen
461 Machinists
462 Machinist apprentices
Mechanics and repairmen
470 Air conditioning, heating, and refrigeration
471 Aircraft
472 Automobile body repairmen
473 (S) Automobile mechanics
474 Automobile mechanic apprentices
475 Data processing machine repairmen
480 Farm implement
481 Heavy equipment mechanics, incl. diesel
482 Household appliance and accessory installers and mechanics
483 Loom fixers
484 Office machine
485 Radio and television
486 Railroad and car shop
491 Mechanic, exc. auto, apprentices
492 Miscellaneous mechanics and repairmen
495 Not specified mechanics and repairmen
501 Millers; grain, flour, and feed
502 Millwrights
503 Molders, metal
504 Molder apprentices
505 Motion picture projectionists
506 Opticians, and lens grinders and polishers
510 Painters, construction and maintenance
511 Painter apprentices
512 Paperhangers
514 Pattern and model makers, exc. paper
515 Photoengravers and lithographers
516 Piano and organ tuners and repairmen
520 Plasterers
521 Plasterer apprentices
522 Plumbers and pipe fitters
523 Plumber and pipe fitter apprentices
525 Power station operators
530 Pressmen and plate printers, printing
531 Pressmen apprentices
533 Rollers and finishers, metal
534 Roofers and slaters
535 Sheetmetal workers and tinsmiths
536 Sheetmetal apprentices
540 Shipfitters
542 Shoe repairmen
543 Sign painters and letterers
545 Stationary engineers
546 Stone cutters and stone carvers
550 Structural metal craftsmen

Craftsmen and Kindred Workers -- Continued

551 Tailors
552 Telephone installers and repairmen
554 Telephone linemen and splicers
560 Tile setters
561 Tool and die makers
562 Tool and die maker apprentices
563 Upholsterers
571 Specified craft apprentices, n.e.c.
572 Not specified apprentices
575 Craftsmen and kindred workers, n.e.c.
580 Former members of the Armed Forces
586 Craftsmen and kindred workers -- allocated

Operatives, Except Transport

601 Asbestos and insulation workers
602 (T) Assemblers
603 Blasters and powdermen
604 Bottling and canning operatives
605 Chainmen, rodmen, and axmen; surveying
610 Checkers, examiners, and inspectors; manufacturing
611 Clothing ironers and pressers
612 Cutting operatives, n.e.c.
613 Dressmakers and seamstresses, except factory
614 Drillers, earth
615 Dry wall installers and lathers
620 Dyers
621 Filers, polishers, sanders, and buffers
622 Furnacemen, smeltermen, and pourers
623 Garage workers and gas station attendants
624 Graders and sorters, manufacturing
625 Produce graders and packers, except factory and farm
626 Heaters, metal
630 Laundry and dry cleaning operatives, n.e.c.
631 Meat cutters and butchers, exc. manufacturing
633 Meat cutters and butchers, manufacturing
634 Meat wrappers, retail trade
635 Metal platers
636 Milliners
640 Mine operatives, n.e.c.
641 Mixing operatives
642 Oilers and greasers, exc. auto
643 Packers and wrappers, except meat and produce
644 Painters, manufactured articles
645 Photographic process workers
Precision machine operatives
650 Drill press operatives

Operatives, Except Transport -- Continued

Precision machine operatives -- continued
651 Grinding machine operatives
652 Lathe and milling machine operatives
653 Precision machine operatives, n.e.c.
656 Punch and stamping press operatives
660 Riveters and fasteners
661 Sailors and deckhands
662 Sawyers
663 Sewers and stitchers
664 Shoemaking machine operatives
665 Solderers
666 Stationary firemen
Textile operatives
670 Carding, lapping, and combing operatives
671 Knitters, loopers, and toppers
672 Spinners, twisters, and winders
673 Weavers
674 Textile operatives, n.e.c.
680 Welders and flame-cutters
681 Winding operatives, n.e.c.
690 Machine operatives, miscellaneous specified
692 Machine operatives, not specified
694 Miscellaneous operatives
695 Not specified operatives
696 Operatives, except transport -- allocated

Transport Equipment Operatives

701 Boatmen and canalmen
703 Bus drivers
704 Conductors and motormen, urban rail transit
705 Deliverymen and routemen
706 Fork lift and tow motor operatives
710 Motormen; mine, factory, logging camp, etc.
711 Parking attendants
712 Railroad brakemen
713 Railroad switchmen
714 Taxicab drivers and chauffeurs
715 (U) Truck drivers
726 Transport equipment operatives -- allocated

Laborers, Except Farm

740 Animal caretakers, exc. farm
750 Carpenters' helpers
751 (V) Construction laborers, exc. carpenters' helpers

Laborers, Except Farm -- Continued

752 Fishermen and oystermen
753 Freight and material handlers
754 Garbage collectors
755 Gardeners and groundskeepers, exc. farm
760 Longshoremen and stevedores
761 Lumbermen, raftsmen, and woodchoppers
762 Stock handlers
763 Teamsters
764 Vehicle washers and equipment cleaners
770 Warehousemen, n.e.c.
780 Miscellaneous laborers
785 Not specified laborers
796 Laborers, except farm — allocated

Farmers and Farm Managers

801 (W) Farmers (owners and tenants)
802 Farm managers
806 Farmers and farm managers -- allocated

Farm Laborers and Farm Foremen

821 Farm foremen
822 Farm laborers, wage workers
823 Farm laborers, unpaid family workers
824 Farm service laborers, self-employed
846 Farm laborers and farm foremen -- allocated

Service Workers, Exc. Private Household

Cleaning service workers
901 Chambermaids and maids, except private household
902 Cleaners and charwomen
903 (X) Janitors and sextons
Food service workers
910 Bartenders
911 Busboys
912 Cooks, except private household
913 Dishwashers
914 Food counter and fountain workers
915 (Y) Waiters
916 Food service workers, n.e.c., except private household

Service Workers, Exc. Private Household -- Continued

Health Service workers
921 Dental assistants
922 Health aides, exc. nursing
923 Health trainees
924 Lay midwives
925 Nursing aides, orderlies, and attendants
926 Practical nurses

Personal service workers
931 Airline stewardesses
932 Attendants, recreation and amusement
933 Attendants, personal service, n.e.c.
934 Baggage porters and bellhops
935 Barbers
940 Boarding and lodging housekeepers
941 Bootblacks
942 Child-care workers, exc. private household
943 Elevator operators
944 Hairdressers and cosmetologists
94[illegible] Personal service apprentices
950 Housekeepers, exc. private household
952 School monitors
953 Ushers, recreation and amusement
954 Welfare service aides

Protective service workers
960 Crossing guards and bridge tenders
961 Firemen, fire protection
962 Guards and watchmen
963 Marshals and constables
964 Policemen and detectives
965 Sheriffs and bailiffs
976 Service workers, exc. private household -- allocated

Private Household Workers

980 Child-care workers, private household
981 Cooks, private household
982 Housekeepers, private household
983 Laundresses, private household
984 (Z) Maids and servants, private household
986 Private household workers -- allocated

Workers Not Classifiable By Occupation

991 Unemployed persons, last worked 1959 or earlier*
995 Occupation not reported**

* Found in experienced civilian labor force universe only.
**Used for Occupation 5-years ago item only.

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